

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline Advanced Conditioning

Date: May 2006

Subject Area: Physical Education

Grade Level: 10-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisite: 9th Grade Conditioning, Weights, or Teacher Permission

COURSE DESCRIPTION:

This course is a combination of strength, speed, agility, and aerobic development. It will be developed for the intermediate, to the advanced weight lifter, emphasizing Olympic style lifts. The strength-training phase will involve a program designed to improve strength, quickness, power, and speed. The speed development phase will include plyometric training, agility training, basketball skills and drills, football skills and drills, and competition. The aerobic phase will include activities that will increase cardiovascular fitness and muscular endurance.

GENERAL GOALS/PURPOSES:

- Begin to develop a fitness level consistent with competitive athletics
- Be competent in many movement activities
- Understand how and why they move in a variety of situations and use this information
- Enhance their own skill
- Achieve and maintain a health-enhancing level of fitness
- Exhibit a physically active lifestyle and understand that physical activity provides opportunities for enjoyment, challenge, and self-expression
- Demonstrate responsible personal behavior while participating in movement activities
- Demonstrate responsible social behavior, including respect for all others, while participating in movement activities
- Understand how history and culture have influenced games, sports, and play
- Educate athletes on the risks of steroids and other performance enhancing supplements

STUDENT READING COMPONENT:

- Complete research based assignments on effective strength-training fitness programs
- Utilize activity study guides
- Read and take written tests

STUDENT WRITING COMPONENT

- The student will write a complete individual training program which includes goal-setting, testing scores, body fat calculations, muscle identification, etc.
- The student will design an off-season conditioning program for a sport of their choice.
- The student will write summaries of various health and nutrition articles
- Write a research based assignment on steroids and other performance enhancing supplements
- Utilize activity study guides

STUDENT ORAL COMPONENT:

- Utilize oral communication skills while participating in group activities that foster positive, responsible, personal, and social behaviors
- Participate in daily class discussions

DETAILED UNITS OF INSTRUCTION:

Strength Training Unit

- Introduction of basic strength training
- Basics of weight room safety
- Risks of steroids and other performance enhancing supplements
- Spotting techniques
- Flexibility and its role in strength training
- Strength training for athletes
- Introduction to free weight training
- Introduction to Olympic style lifting (power cleans, dead lift, snatch)
- 4 week training cycle
- Strength testing and monitoring strength gains

Agility and Plyometric Unit

- Introduction to the way agility and plyometric training affects athletic movement
- Safety aspects of agility and plyometric training
- Flexibility and its role in agility
- Introduction to plyometric jumps
- Introduction to agility and plyometric equipment (ropes, ladders, harnesses, boxes, etc.)
- Agility testing (20 yd, 40 yd, pro agility run, vertical leap)
- Monitoring improvement
- Use of basketball drills and competition to aid in change of direction
- Use of football drills and competition to aid in agility and explosiveness

Conditioning Unit

- Aerobic conditioning and its role in athletic movement
- Anaerobic vs. aerobic training
- Flexibility and its role in aerobic training
- Target heart rate
- Types of aerobic conditioning
- Aerobic conditioning testing (1 mile run, 2 mile run)
- Monitoring improvement

California State Standards Movement Skills and Movement Knowledge

Standard 1

The student will be competent in many movement activities. Students in **Advanced Conditioning** who meet these standards will be able to:

- Show basic competence in more than one activity from the curriculum

The following is a task that might be used to meet the standard:

- Students will document their competence in two or more types of movement forms such as, demonstrating proficiency in a variety of agility routines, or creating and demonstrating a strength training routine. Support can be a videotape demonstrating movement proficiency, a certificate from a recognized health or sport agency (Red Cross certification, for instance), or an acceptable grade on a rubric-based skill evaluation. Students will include this documentation as part of a portfolio.

Standard 2

The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills. Students in **Advanced Conditioning** who meet this standard will be able to:

- Identify the characteristics of highly skilled performance in a few movement forms
- Understand the relationship between biomechanical principles and movement
- Assess the movement skills of self and others

The following are assignments and tasks that might be used to meet the standard:

- Students will observe a video of an elite athlete, and analyze his or her movement form against a provided rubric. Using this analysis, students will compare and contrast their own movement forms.
- In cooperative groups, students will select a physical activity, analyze it for its component skills, and create a drill or modified game designed to improve that skill. For example, one group could create a skill set to improve a particular muscular area.

Standard 3

The student will achieve and maintain a health enhancing level of physical fitness. Students in **Advanced Conditioning** who meet this standard will be able to:

- Understand the physiological, psychological, and social benefits of a healthy, active lifestyle
- Assess and analyze their personal fitness
- Set goals to meet current health-related fitness standards
- Apply principles of training in designing a personal fitness program
- Participate in a variety of physical activities appropriate for enhancing physical fitness

The following are assignments and tasks that might be used to meet the standard:

- Students will develop a personal fitness plan for a healthy lifestyle that includes an assessment of their current fitness level, goal setting, and development of an action plan for improvement. Students will document their participation in fitness-related activities, showing progress toward their goals. At the end of a predetermined time, students will assess the extent to which their goals were met.
- Students will develop a chart or notebook that contains (1) a definition of physical fitness; (2) fitness components; (3) principles of training; (4) health-risk factors; (5) benefits of exercise; and (6) exercise/activities designed to achieve and maintain fitness.

Self-Image and Personal Development

Standard 4

The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression. Students in **Advanced Conditioning** who meet this standard will be able to:

- Analyze and compare health and fitness benefits derived from various physical activities

- Identify the ways in which physical activity can provide opportunities for positive social interaction and enjoyment
- Participate in a variety of physical activities in order to achieve personal goals

The following are assignments and tasks that might be used to meet the standard:

- Students will select and participate in a health-enhancing physical activity outside the classroom setting. They will keep logs showing participation time, cost, facilities used, equipment required, personnel involved, and other related factors influencing their ability to participate.
- Students will write an essay or prepare an audiotape identifying and reflecting on personal benefits and feelings that result from participating in their favorite physical activity.

Standard 5

The student will demonstrate responsible personal behavior while participating in movement activities.

Students in **Advanced Conditioning** who meet this standard will be able to:

- Act independently of peer pressure
- Explain why and how rules make participation in physical activity safe
- Apply safe practices, rules, and procedures in all physical activity settings
- Demonstrate good sportsmanship

The following are assignments and tasks that might be used to meet the standard:

- Students and teacher will discuss and brainstorm agreements they feel will ensure a safe, risk-free class environment. The list of agreements may include etiquette, ways of interacting, safety, care of facilities and equipment, and student expectations of the teacher.
- Students will take a written test that focuses on safety rules and procedures for in-class activities.
- Students will evaluate their own sportsmanship. They will each write an essay discussing when they demonstrate good or poor sportsmanship, including the factors that contribute to that behavior.

Social Development

Standard 6

The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others. Students in **Advanced Conditioning** who meet this standard will be able to:

- Resolve conflicts in appropriate ways
- Participate in peer coaching for development of physical education skills and knowledge
- Participate in activities representing different cultural backgrounds

The following are assignments and tasks that might be used to meet the standard:

- Students will observe a peer mediation session. Based upon their observation, the students will prepare reports describing the incident that led to the mediation and discuss their reactions to the mediation session. In addition, students will brainstorm possible solutions to the problem.
- Students will work cooperatively to teach a dance or game significant to their culture. The students will compare this movement with similar movements in familiar physical activities.
- Students will research and learn popular games or skills, then teach these activities to young children at sports clinics or elementary schools

Standard 7

The student will understand the interrelationship between history, culture, and games, sports, play, and dance. Students in **Advanced Conditioning** who meet this standard will be able to:

- Describe events in history that have had an impact on current physical education programs, sports, and career opportunities
- Demonstrate an understanding of how sport and dance influence American culture
- Understand the historical trends in fitness participation and activities

The following is a task that might be used to meet the standard:

- Students will describe the impact that television has had on competitive sports over the past three decades. This assignment can be in the form of a video, oral, or written presentation

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS IN:

None

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

See General Goals / Purposes
Detailed Units of Instruction

DISTRICT /ESLR's TO BE ADDRESSED:

Students will be:

- **Self Directed Learners:** Students will achieve and maintain a health-enhancing level of physical fitness and exhibit a physically healthy lifestyle. In order to do so, it requires intrinsic motivation which is the essence of self-direction.
- **Effective Communicators:** Students will demonstrate responsible social behavior including respect for all others. This requires the ability to communicate effectively with peers and teachers in all components of class, from the locker room, to the movement activity of organized sports.
- **Quality Producers/Performers:** Students will be competent in many movement activities.
- **Constructive Thinkers:** Students will: 1) understand how and why they move in a variety of situations and use this information to enhance their own skills; 2) understand that physical activity provides opportunities for enjoyment, challenge, and self-expression; and 3) understand how history and culture have influenced games, sports, play, and dance. Critical/constructive thinking is required to grasp these concepts.
- **Collaborative Workers:** The very nature of any organized sport requires working together towards a common goal. Collaboration is an integral part of progress towards that goal.
- **Responsible Citizens:** Students will demonstrate responsible personal and social behavior, while participating in movement activities.