

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Fitness 2: Weight Training

DATE: March 2010

SUBJECT AREA: Physical Education

PROPOSED GRADE LEVEL(S): 10th - 12th

COURSE LENGTH: One Year

GRADING: A-F

NUMBER OF CREDITS: 5 per Semester

SUBJECT AREA CREDIT: Physical Education

PREREQUISITES: Fitness 1

COURSE DESCRIPTION:

Fitness 2: Weight Training content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from physical education instructional programs to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in a physical activity.

Fitness 2: Weight Training will emphasize training in the areas of strength, speed, agility, and aerobic development as it relates to team activities. The strength component is based on weight programs designed to develop overall muscular strength and endurance as well as flexibility, quickness, agility and speed. The speed phase will focus on agility development, speed, increasing cardiovascular fitness and muscular endurance.

GENERAL GOALS AND PURPOSES:

- Develop proficient movement skills in each area of physical education.
- Use feedback to improve performance.
- Apply knowledge of scientific or bio-mechanic principles to improve personal performance.
- Be able to articulate the knowledge, skills, and confidence needed to maintain meaningful physical activity throughout their lifetime.
- Successfully transition from our physical education instructions program to participation in physical activity during adulthood.
- Individually be able to initiate and monitor their own participation in physical activity which their adult lifestyle will demand.
- Examine practices that allow for sound decision making to enhance successful participation in movement activities.
- Exhibit a physically active lifestyle and understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.
- Develop and maintaining positive self-image and strive to become the best that they can be through planned physical activities.

STUDENT READING COMPONENT:

Students will:

- Read articles dealing with health, nutrition, and speed/agility training.
- Research and read material on designing sport specific training programs.
- Research and read material on the human anatomy, exercise physiology, speed/endurance training, and any additional human performance related issues.
- Read and take written test.

STUDENT WRITING COMPONENT:

Students will:

- Take written test.
- Write summaries on various health and nutrition articles.
- Track and complete a daily workout log.
- Write a complete individualized training program, including goal setting, strength/fitness scores, and exercise to muscle identifications.

STUDENT ORAL COMPONENT:

Students will:

- Utilize oral communication skills that foster positive, responsible, personal and social behaviors.
- Participate in teaching a fitness drill/exercise.
- Present an oral presentation on a training topic of their choice.
- Participate in daily class discussions.

DETAILED UNITS OF INSTRUCTION/CONTENT:

1. Weight training safety and proper breathing techniques.
2. Proper warm-up and cool down techniques.
3. Anatomy—Muscle identification
4. Physiology—Muscle movement identification
5. Training techniques specifically for women
6. Flexibility principles
7. Training areas:
 - a. Back
 - b. Biceps
 - c. Calves
 - d. Chest
 - e. Forearms
 - f. Neck
 - g. Shoulders
 - h. Thighs
 - i. Triceps
8. Weight training programs—Power, strength, endurance, specific to team activities.
9. Speed training
10. Agility training—cone drills, agility ladders, mini-hurdles
11. Endurance training
12. Training Frequency
13. Nutrition factors and performance
14. Effects and risks surrounding performance enhancing substances.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

1. **Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**
 - 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
 - 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.

- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/ tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.

3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.

3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CSTs:

Writing, Reading, Language Arts, Math, Social Science and Science

LAB FEE REQUIRED: None

DISTRICT ESLRS'S TO BE ADDRESSED:

- **Self Directed Learners:** Students will achieve and maintain a health-enhancing level of physical fitness and exhibit a physically health lifestyle.
- **Effective Communicators:** Students will demonstrate responsible social behavior including respect for all others.
- **Constructive Thinkers:** Students will understand how and why they move in a variety of situations, and use this information to enhance their own skills. They will understand that physical activity provides opportunities for enjoyment, challenge, and self expression. Students will understand how history and culture have influenced games, sports, plan, and dance. Critical constructive thinking is required to grasp these concepts.
- **Quality Producers/Performers:** Student will be competent in many movement activities.
- **Collaborative Workers:** Organized sport requires working together towards a common goal. Collaboration is an integral part of progress towards this goal.
- **Responsible Citizens:** Students will demonstrate responsible personal and social behavior while participating in movement activities.
- **Effective Communicators:** Students will demonstrate responsible behavior including respect for all others.