

Folsom Cordova Unified School District
Course Outline
Conditioning and Football Fundamentals

Date: December, 2007

Grade Level(s): 10-12

Grading: A-F

Prerequisite: Fitness 1 and teacher approval

Subject Area: Elective

Course Length: 1 year

Number of Credits: 5/Semester

COURSE DESCRIPTION:

The 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.

This course is a combination of strength, speed, agility training, along with skills and drills developed to further the skill and knowledge levels in regards to the sport of football. It is developed for 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 football fundamental phase will include activities that will increase knowledge of situational play and improving basic football skills.

GENERAL GOALS AND PURPOSES:

Students will:

- Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in football.
- Evaluate the relationships of physical, emotional, and cognitive factors affecting team and individual performance.
- Evaluate independent learning of movement skills related to football.
- Use and analyze scientifically based data and protocols to assess oneself on the five components of health and physical fitness.
- Understand how and why they move in a variety of situations and use this information to enhance their own skills.
- Achieve and maintain a health-enhancing level of fitness.
- Exhibit a physically active lifestyle and understand that physical activity provided 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.
- Be able to articulate the knowledge, skills, and confidence needed to maintain a meaningful physical activity throughout their lifetime.
- Improve knowledge of weight training and conditioning principles in relation to increased performance levels of their body.
- Participate in a variety of weights and conditioning programs in order to choose which program will motivate them to continue to pursue a healthy lifestyle.
- Improve overall physical performance, strength, speed, agility, and endurance.
- Learn to manipulate each weights and conditioning program to meet individual needs.

- Develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement.
- Improve students overall physical performance, strength, speed, agility, and endurance.
- Expand their capabilities for independent learning.
- Examine practices that allow for sound decision making to enhance successful participation in movement activities.

STUDENT READING COMPONENT:

Students will:

- Read articles dealing with health, nutrition, and speed/agility training.
- Research and read material on designing specific training programs for football.
- 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.
- Design a football off-season weights and conditioning program.

STUDENT ORAL COMPONENT:

Students will:

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

DETAILED UNITS OF INSTRUCTION/CONTENT:

The three content standards to be integrated and addressed are:

Standard 1:

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

Standard 2:

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

Standard 3:

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

See appendix for specific information on each of the content standards

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. Strength training:
 - Introduction to basic strength training
 - Basics of weight room safety
 - Risks of steroids and other performance enhancing drugs
 - 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
7. Agility and Plyometrics
 - 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
8. Strength and Conditioning
 - Olympic style lifting
 - Circuit training (tested every 4 weeks on bench press, Squat, Hang Clean, and Dead Lift in order to show improvements in strength and competency of the proper lifting technique)
 - Agility Circuit
 - Plyometric Training
 - Sprint Conditioning (Pro agility run, 40 yd, and mile run)
9. Football Fundamentals
 - Rules of the game of football
 - Study situational play using film study
 - Advanced offensive and defensive concepts
 - Agility for specific positions in football
 - Monitoring improvement

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAMS: None

LAB FEE: 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.