

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline

Course 3: Weight Training and Fitness

DATE: November 2012

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: Course 1, 2 or Instructor permission

COURSE DESCRIPTION:

Course 3: 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.

Course 3 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:

Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting techniques.
- 1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.
- 1.3 Demonstrate proper spotting techniques for all lifts and exercises that require spotting.
- 1.4 Observe and analyze the techniques of another person (or oneself through video) performing a plyometric exercise and write an analysis of the performance.

- 1.5 Measure and assess multiple performances of another person in the following areas: balance, reaction time, agility, coordination, power, and speed.
- 1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.
- 1.7 List the safety equipment required for participation in weight training; describe and demonstrate the use of such equipment.
- 1.8 Demonstrate independent learning of movement skills in weight training.

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

- 2.1 Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.
- 2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.
- 2.3 Assess multiple performances of another person in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
- 2.4 Explain how the principles of biomechanics, muscle development, gender, age, training experience, training technique, and specificity affect performance related to strength training.
- 2.5 Demonstrate and explain the techniques and concepts of three types of weight-training programs.
- 2.6 Demonstrate and explain the concepts of two different conditioning programs.
- 2.7 Develop and use a personal physical fitness log to record all workout data on a daily basis.
- 2.8 Meet increasingly higher levels of speed, strength, power, and endurance.
- 2.9 Meet physical fitness standards that exceed those of scientifically based health-related fitness assessments.

Standard 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 Display safe and responsible behavior while training.
- 3.2 Describe the role of motivation in physical activity.
- 3.3 Describe how the perception of effort and quality is a personal assessment and describe the role that perception plays in achieving fitness goals.
- 3.4 Develop personal goals to improve performance in weight training and fitness.
- 3.5 Identify and analyze weight-training and fitness activities that enhance personal enjoyment.
- 3.6 Evaluate the risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.

Social Interaction

- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.8 Analyze the role of social interaction in the successful participation in and enjoyment of weight-training and fitness activities.

Group Dynamics

- 3.9 Assist others in the achievement of their fitness goals.

Grading and Evaluation

Standard FCUSD grading scales reflect the following: A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = Below 60%.

The following grading procedure will be used:

- Participation
- Sportfolio
- Physical fitness assessments
- Concepts and written work
- Learning and performance of physical activities

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.

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