

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

COURSE 3: SPORTS SPECIFIC TRAINING

DATE: NOVEMBER 2013

COURSE LENGTH: YEAR/TERM

GRADE LEVEL: 10-12

SUBJECT AREA/CREDITS: PHYSICAL

GRADING: A-F

EDUCATION/5 PER SEMESTER

PREREQUISITES: FITNESS 1, (Pass Fitnessgram), and FITNESS 2, TEACHER CERTIFICATION REQUIRED

COURSE DESCRIPTION:

This course is a combination of strength, speed, agility, aerobic development, and sports psychology. It will be developed for the intermediate, to the advanced weight lifter, emphasizing Olympic style lifts. It will also be developed for the varsity high school athlete emphasizing conditioning specific for their sport. The strength training component will involve a program designed to improve strength, quickness, power, and speed. The speed development phase will include plyometric training and agility training. The aerobic development component will include activities that will increase cardiovascular fitness and muscular endurance. The sports psychology component will focus on teaching mental skills to enhance athletic performance.

GENERAL GOAL/ESSENTIAL QUESTIONS:

- 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 to 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.
- Understand how history and culture have influenced games, sports, and play.
- Educate athletes on the risks of steroids and other performance enhancing supplements.
- Educate athletes on the mental skills necessary to achieve their peak performance in their sport.

CCSS READING COMPONENT:

- Complete research based assignments on positive mental skills for athletes.
- Complete research based assignments on effective strength training fitness programs.
- Utilize activity study guides.
- Read and take written tests.

Aligned Standards:

Key Ideas and Details:

- Read closely to determine what the text says explicitly and to make logical inferences from it.

Craft and Structure:

- Interpret words and phrases as they are used in a text, including determining technical meanings.
- Integration of knowledge and ideas
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity:

- Read and comprehend complex literary and informational texts independently and proficiently.

CCSS WRITING COMPONENT:

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

Aligned Standards:

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- Gather relevant information from multiple print and digital sources and integrate the information while avoiding plagiarism.
- Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- Write routinely over shorter time frames for a range of tasks, purposes, and audience

CCSS SPEAKING AND LISTENING COMPONENTS:

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

Alignment Standards:

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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 Olympic style lifting (power cleans, dead lifts, 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

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

Sports Psychology Unit

- Introduction to how mental skills affect athletic performance
- Goal Setting
- Motivation
- Confidence
- Progressive Relaxation
- Visualization
- Optimal Arousal
- Overcoming Anxieties
- Breathing Techniques
- Mental Toughness

- Overcoming Fear of Failure
- Avoiding Burnout
- Getting into the “Zone”

TEXTBOOKS AND RESOURCE MATERIALS:

1. Closing the Gap: Applied Sports Psychology for High School, By David L. Rockwood
2. BFS (Bigger Faster Stronger) Total Program Book, By Greg Shepard

COMMON CORE STANDARDS TO BE ADDRESSED:

- **CCSS.ELA-Literacy.RST.11-12.1** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
 - Students will be reading, writing, and discussing research articles on proper training mechanics, program design for their sport, and mental skills to improve their athletic abilities.
- **CCSS.ELA-Literacy.RST.11-12.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
 - Students will read and analyze articles on fitness, nutrition, and sports psychology. Students will articulate the information in a summary of understanding.
- **CCSS.ELA-Literacy.RST.11-12.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
 - Sports Specific Training will have periodic performance labs that students will be required to take notes, input data, and analyze their results. Students will utilize their data to help goal setting.
- **CCSS.ELA-Literacy.RST.11-12.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
 - Sports Specific Training and sports psychology has their own language that is used for communication. Students will learn the meaning of FITT and Specificity. Students will have to define terms for Sports Psychology and Biomechanics.
- **CCSS.ELA-Literacy.RST.11-12.5** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
 - Students will compare training programs for different sports. Student’s will analyze the difference between In-Season and Off-Season training programs.

- **CCSS.ELA-Literacy.RST.11-12.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
 - Students will compare training programs and write an analysis of their opinions; the practicality and relevance of the author's information; and what they have learned and will apply to their training program in the future.
- **CCSS.ELA-Literacy.RST.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
 - Students will analyze videos from the internet, books, and magazine articles and write an analysis of their opinions.
- **CCSS.ELA-Literacy.RST.11-12.8** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
 - Evaluate will complete research based assignments on positive mental skills for athletes. Students will determine how to apply their research to their sport of choice.
- **CCSS.ELA-Literacy.RST.11-12.9** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
 - Students will design a training program for their sport of choice after analyzing data from their fitness assessments, research articles, and multimedia sources.
- **CCSS.ELA-Literacy.RST.11-12.10** By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.
 - Sports Specific Training students will be required to read and complex texts with scientific terms. Students will prove understanding through written reports and individual program design.

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, IF REQUIRED:

None

DISTRICT ESLR's TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** that 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:** and 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:** and will be competent in many movement activities.
- **Constructive Thinkers:** by: 1) understanding 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:** as 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:** as they will demonstrate responsible, personal, and social behavior, while participating in movement activities.

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