

COURSE OUTLINE-B.A.A.-INDIVIDUALIZED STRENGTH AND CONDITIONING
11/12

District Name: Kootenay-Columbia

District Number-S.D. 20

Course Title: Individualized Strength and Conditioning

Grade Level of Course: Grade 11/12

Date Developed: February 2004

School Name: Stanley Humphries Secondary School

Principal's Name: Wayne Naka

District Approval Date:

Number of Course Credits:4.0

Number of Hours of Instruction: 120

Prerequisites: P.E. 10

Special Training, Facilities or Equipment Required: Access to the gym, weight room, and/or fields at the same time will require this course to be run off the timetable due to limited facilities. BOSU, balance board, agility ladders, and other modern forms of strength and conditioning equipment will be needed. Teacher will need a university degree in human kinetics, kinesiology, physical education, or the equivalent. Also, experience in modern strength and conditioning principles, and first aid training would be required.

Rationale:

This course has been developed for those students wanting a more comprehensive course in modern strength and conditioning principles. It would allow students to develop an individual program based on their specific conditioning needs in different sports, and activities. It will enable students to make use of all facilities and equipment by offering this course outside of the regular school timetable. Also, it would allow students to continue a physical education and fitness regime without sacrificing an academic block found within the regular school day. Students will learn principles in such techniques as weight training, plyometrics, agility, and balance training, energy system usage and apply them to a self designed program suited to their specific needs. Also, concepts in sport psychology and nutrition will enable students to keep a detailed log book record of

both their physical and mental training. Regular fitness testing will occur which will require p.eriodic adaptations in their training program.

UNIT	TITLE	TIME
Introduction	Introduction-course outline, evaluation procedures, expectations, log book example.	1 class
Unit One	Strength and Conditioning Basic Principles-reps, sets, resistance, energy systems, muscle system. Program examples.	3 Classes
Unit Two	Skill Acquisition Principles-periodization basics	1 Class.
Unit Three	Nutrition and Sport Psychology-basic nutrition applied to sport and physical activity, and basic principles of sport psychology.	3 Classes
Unit Four	Speed, Agility, and Quickness Development	3 Classes
Unit Five	Program Development, Adaptation, and Fitness Testing	89 classes

Unit Descriptions:

Curriculum Organizers-Fitness Testing, Adaptation, Periodization, Program Development,

INTRODUCTION

It is expected that students will:

Develop short term and long term goals for strength and conditioning.
Design a log book that includes strength training, conditioning, skill development, nutrition, and psychology.

UNIT ONE-Basic principles of strength and conditioning.

It is expected that students will:

Apply the concepts of human energy systems to an individualized program with ongoing adaptations.
Manipulate the concepts of repetitions, sets, resistance, and exercises to design an individualized strength and conditioning program.

Identify different strength and conditioning programs in terms of their advantages for different sports and activities.

Use and maintain equipment and work space in a safe and proper manner.

UNIT TWO-SKILL ACQUISITION-Basic progressions in skill development.

It is expected that students will:

Demonstrate an understanding of the different methods of sport skill learning(eg. Part-whole method, whole-part-whole method)

Apply the concepts of sport skill learning to a specific program designed for their individual needs.

Assess their own skill development and make adaptations to their individual program as needed.

UNIT THREE-Basic principles of nutrition and sport psychology.

It is expected that students will:

Demonstrate an understanding of basic nutritional principles as presented in the Canada Food Guide.

Apply these nutritional principles to their individual training program to maximize their physical and psychological potential.

Assess and analyze the different nutritional supplements and ergogenic aids as they apply to their own program.

Demonstrate an understanding of basic sport psychology principles and techniques and apply them to their own individual program.

UNIT FOUR-Speed, Agility, and Quickness Development

It is expected that students will:

Demonstrate an understanding of modern techniques in developing speed, agility, and quickness.

Apply modern techniques in speed, agility, and quickness development to their own individual programs.

Demonstrate an ability to make use of modern forms of equipment and training such as balance boards, balance pads, BOSU trainer, stability balls.

Demonstrate an understanding of specific explosive training techniques such as cleans, snatches, jerks, and plyometrics.

UNIT FIVE-Program development, adaptation, and fitness testing.

It is expected that students will:

Demonstrate an understanding of fitness testing and analyze fitness test data to adapt their own individual training program.

Develop an individual strength and conditioning program, and make ongoing adaptations based on modern strength and conditioning, nutrition, and psychological principles.

ASSESSMENT COMPONENTS:

Sixty percent(60%) of the grade will be based on evaluations of their participation and effort in the course on a daily basis. This portion of the grade will be based on a five mark criterion referenced scale:

Forty percent(40%) of the grade will be based on a log book with daily entries. Log book entries will include goal setting and planning, exercises performed on a daily basis, meals and supplements, and sport psychology techniques utilized. Log book marks will be generated using the five point criterion referenced scale.

MARKS	PARTICIPATON	LOG BOOK
5- EXCELLENT	On task for the entire class. Excellent use of equipment in developing skills and/or physical attributes.	Excellent organization and presentation. All sections complete for all days in the mark period.
4-GOOD	1-2 incidents of being off task. Good use of equipment in developing skills and/or physical attributes.	Good organization and presentation. Sections complete for all days with some minor deletions(1-2)
3-SATISFACTORY	3-4 incidents of being off task. Satisfactory use of equipment in developing skills and/or physical attributes.	Satisfactory organization and presentation. Sections complete for most days with some deletions.(3-4)
2-POOR**	5 or more incidents of being off task. Poor use of equipment in developing skills and/or physical attributes.	Poor organization and presentation. Sections incomplete for most days with numerous deletions.(5 or more)
1-VERY POOR**	Off task for most of the class. Equipment is used sparingly at best in developing skills and/or physical attributes.	Very poor organization and presentation. Multiple days missing, and almost all sections incomplete.
0-NO ATTEMPT**	No attempt at training physical attributes or skills. Repeated lateness for class.	Not handed in or nothing recorded.