

BAA Weight Training 10

District Name: Coquitlam

District Number: SD #43

Developed by: Martin McDonnell, Vern Fedorak, Cailen Cameron, Jen Allen, Laura Menard, Mike Jones, Carey Lapa. (Terry Fox PE Staff)

Dated Developed: March 2004.

School Name: Terry Fox Secondary

Principal's Name: Dan Derpak

Board/Authority: Approval Date: April 20, 2004

Board/ Authority Signature: _____

Course Name: Weight Training

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Universal Equipment, Free Weights, Lifting Bars, Dumb Bells, Speed and Agility Equipment. Teacher will need experience in lift instruction, weight room supervision and speed development.

Course Synopsis:

This course has been developed as an introductory class, which will prepare students to lead active and healthy lifestyles now, and after the leave high school, weight training as a lifetime sport or activity is the main focus. Students will improve muscle function, muscular endurance, balance, coordination, speed and agility. This class will help build a strong, healthy, attractive body that will build confidence and provides opportunities for success.

RATIONALE

This course has been developed to support and encourage students to improve muscle function. How students utilize calories better, perform athletically as well as reduce their risk of injury are reachable outcomes. Students will work hard to increase muscle strength, power and force. They will increase their lean body weight, decrease body fat, increase strength of connective tissue while increasing muscular endurance. Psychological effects include increased body awareness, positive body image and increased self-confidence.

ORGANIZATIONAL STRUCTURE

Unit 1	Orientation: Readiness Program	10 hours
Unit 2	Circuit Training	15 hours
Unit 3	Body Building	15 hours
Unit 4	Strength Training	55 hours
Unit 5	Speed and Agility Training	25 hours
Total hour's		120 hours

UNIT DESCRIPTIONS

Unit 1: Orientation and Readiness Program **Time: 10 hours**

Students will become familiar with class expectations, rules and safety concerns. They will practice and apply basic weight training principles. Concepts such as weight lifting technique, spotting technique, appropriate warm-ups and cool downs will be taught.

Curriculum Organizers: Course content, Expectations and Rules

It is expected that students will:

- demonstrate an understanding and apply rules, content and procedures

Curriculum Organizers: Safety

It is expected that students will:

- demonstrate safe lifting technique
- apply appropriate warm up and cool down activities
- demonstrate positive behaviors that indicate self-respect and self-confidence while participating in Weight Training.

Curriculum Organizer: Weight Training Principles and Types of Programs

It is expected that students will:

- demonstrate an understanding of how to get stronger
- demonstrate an understanding of weight training exercises
- demonstrate an understanding of how much weight, how many repetitions, and how often
- understand training systems as applied to weight training

Curriculum Organizer: Equipment and Muscles Used

It is expected that students will:

- select an use free weights, universal equipment and dumb bells
- select and plan training programs using appropriate lifts
- demonstrate an understanding of the characteristics of the weight training equipment available

Unit 2: Circuit Training

Time: 15 hours

Students will learn to establish goals, assess needs, follow a program and record what they have done in class. In this section the students will learn about sets, repetitions and work loads.

Curriculum Organizer: Circuit training

It is expected that students will:

- analyze, use and explain the effects that circuit training has on the body

Curriculum Organizer: Assess Needs and Establish Goals

It is expected that students will:

- define individual goals
- adapt and improve activity specific motor skills
- demonstrate an understanding of using and applying a spotters responsibility

Curriculum Organizer: Safety

It is expected that students will:

- demonstrate an understanding of appropriate social behavior while working cooperatively with class mates
- demonstrate an understanding of weight room etiquette

Curriculum Organizer: Training Techniques

It is expected that students will:

- apply the principles of mechanics to improve performance
- understand lifting fundamentals
- use correct lifting technique

Unit 3: BodyBuilding

Time: 15 hours

Students will continue to develop and train in this unit. In this section we will cover material that will make training more fun, safer and effective. The essentials to lifting fundamentals to make training more productive will be covered.

Curriculum Organizers: Lifting Fundamentals

It is expected that students will:

- apply movement skills and concepts associated with weight training
- adapt and improve activity specific motor skills in lifting
- apply principles of mechanics to improve performance

Curriculum Organizer: Nutrition, Drugs and Supplements

It is expected that students will:

- demonstrate an understanding of nutrition basics and their functions
- demonstrate an understanding that there is a wide range of responses to different drugs and supplements
- plan, maintain and assess personal fitness and activity while performing body building activities

Curriculum Organizer: Body Development

It is expected that students will:

- apply a basic whole body program design
- perform some type of pre-activity exercise (a warm up)

Curriculum Organizer: Safety

It is expected that students will:

- demonstrate an understanding of appropriate social behaviors while lifting
- demonstrate appropriate safety and conduct

Unit 4: Strength Training

Time: 55 hours

Students will follow a bigger, faster, stronger program of weight training. Each individual resistance training exercise has its own specifics and techniques that you will learn to use to get the most benefit out of each repetition. By consistently practicing them, they will become second nature and enhance the efficiency and increase the safety of virtually any resistance exercise.

Curriculum Organizers: Set / Rep. Program and Rotational System

It is expected that students will:

- apply volume / load / rest prescriptions
- apply and improve muscular strength

Curriculum Organizer: In Season and Off-Season Programs

It is expected that students will:

- apply skills and concepts associated with their program

Curriculum Organizer: Core Lifts Vs Auxiliary Lifts

It is expected that students will:

- distinguish between core and auxiliary lifts

Curriculum Organizer: Recording and adapting the Program

It is expected that students will:

- analyze and explain the effects of strength training
- report in their journal daily, weight, sets and reps of what they did

Curriculum Organizer: Safety

It is expected that students will:

- demonstrate appropriate safety and conduct
- demonstrate weight room etiquette and fair play

Unit 5: Speed and Agility Training

Time: 25 hours

In this part of the course our students will learn to utilize several methods of training for aerobic and cardiovascular efficiencies, along with improving their foot speed and leg power.

Curriculum Organizers: Safety

It is expected that students will:

- demonstrate appropriate safety and conduct
- participate in some type of pre-activity exercise (a warm up)

Curriculum Organizers: Plyometrics

It is expected that students will:

- apply and adapt activity specific motor skills
- adapt and improve jumping / bounding

Curriculum Organizers: Agility, Flexibility and Speed Work

It is expected that students will:

- apply the principles of mechanics to improve speed and agility
- participate in continuous running, interval running and form running
- perform in a stretching program that will benefit them
- improve bio-mechanics

Instructional Components:

- direct instruction
- indirect instruction (peer coaching)
- interactive instruction (spotting)
- independent instruction (goal setting)
- modeling (safety protocol and lifting technique)
- practical creativity (different training strategies)
- group work (training partners)
- analysis of progress (record keeping and review of results)

Assessment Components:

- Effective formative assessment via:

- Clearly articulated and understood learning intentions and success criteria
- Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students are resources for themselves and others – peer and self-assessment
- Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Additional Course Information:

This is not really a new course but a clone of a locally developed class, which we have offered in our school for about 5 years. This class has been successful in attracting students to take the class. We believe that this program has and will continue to compliment both our PE program and our athletic programs at our school.

Instructional Components:

- direct instruction
- indirect instruction (peer coaching)
- interactive instruction (spotting)
- interactive instruction (goal setting)
- modeling (safety protocol and lifting technique)
- practical creativity (different training strategies)
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LEARNING RESOURCES

- Video and equipment manuals
- Articles and information about Weight Training found on the internet
- Fit Skip Ness: VCE Units 1, 2, 3, 4
- Power Training for Sport: Plyometrics for Maximum Power Development
- Quality Lesson Plans for Secondary Physical Education
- Syllabus Resource Book - National Coaching Program