

OHHS Physical Education Department

Course Syllabus



Course Name: Strength and Conditioning

Course Code: HFO113

Course Description:

The Female Strength & Conditioning course will give students the tools and resources needed to be physically fit and healthy for a lifetime. The variety of exercises, techniques and equipment used will allow students to experience many different ways to exercise and workout, which will likely lead to them finding exercises they enjoy and want to continue performing after completing the course. Students will also learn how to create their own Health and Fitness plans that work towards specific health, fitness and career goals.

Learning the proper lifting techniques will not only help students in class, but students who will be having careers that requires moving heavy items, boxes and equipment. They will use the proper techniques learned in the Female Strength & Conditioning class to perform these tasks safely and efficiently in their future workplace.

Prerequisites

Completion of Foundations of Physical Education or permission.

Course Resources

Students Provide:

Folder

Pencil

Sweatshirt/T-Shirt

Tennis(Athletic)Shoes

Sweats/Shorts

Course Fees

None

Course Outline/Instructional Units

PERFORMANCE BASED CURRICULUM

The Female Strength & Conditioning class involves vigorous physical activity designed to improve the student's fitness and knowledge of maintaining a healthy lifestyle. The curriculum is performance-based and all students will need to demonstrate knowledge, competency and skill development in each of our curricular areas. Failure to do so will have a negative effect on their overall development, safety and grade assessment.

1. The Female Strength & Conditioning Curriculum focuses on developing & improving **Health Related Fitness** which includes Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility and Improved Body Composition. Also, **Skill Related Fitness** which includes Agility, Balance, Coordination, Speed, Reaction Time and Explosive Power.
2. By the end of the course the students will be able to demonstrate a satisfactory level of knowledge, technique and competency in the following areas*:
3. General knowledge of Basic Anatomy, Physiology and Biomechanics and how the female body functions and trains vs. male bodies.
4. Nutrition
5. Calisthenics / Body Resistance Exercises
6. Running / Sprinting
7. Resistance Bands
8. Medicine Ball Training
9. Weight Training / Olympic Lifting / Powerlifting
10. Circuit and Cross Training
11. Plyometrics
12. Aerobics
13. Rowing
14. Jump Rope
15. Stretching / Yoga

* Exposure to the curriculum may be affected by facility use, equipment availability, weather, individual/class maturity and responsibility level, etc.

Fitness Assessments

- Fitnessgram and CBA assessments
- BMI (Body Mass Index)

Functional Anatomy

- General Anatomy Terms
- Movement Terminology

Physiology & Sports Performance

- Energy for Sport Performance
- Target Heart Rate
- Muscle Contractions (Slow & Fast Twitch Fibers)

Testing the Student in the Weight Room

- Tests for Muscular Strength, Power, Endurance, Power, Speed and Agility

Principles of Training

- Overload
- Recovery
- Reversibility
- Specificity
- Individuality

Speed, Strength & Power Training

- Maximum speed, Acceleration, Speed-Endurance, Change-of-direction
- Maximum strength & Strength endurance
- Training methods for speed, strength & Power

Flexibility Training

- The role of flexibility in performance
- Flexibility & injury prevention
- Flexibility & muscle performance
- Acquiring flexibility
- Types of stretching (Static, Ballistic, Dynamic, PNF)

Developing a Weight Lifting Program based on Sport and Fitness Goal

- Muscular Strength
- Muscular Power
- Muscular Endurance
- Muscular Hypertrophy

- Sports specific
- Principles of weight lifting
- Safety aspects of weight training

Recording Progress

- Fitness Journals
- Recording Sets, Reps & Weight

F.I.T.T Principle

- Frequency
- Intensity
- Time (Duration)
- Warming up
- Cooling down
- Stretching

Medical Considerations

- Managing injuries (types of injuries, preventing injuries, treating & rehabilitating injuries.
- Overtraining, preventing overtraining and treating overtraining

Major Assessments

1. Formative Daily Assessments
 - a. Students will be assessed on their daily participation, quality of work and the completion of assigned tasks. The most successful student will be able to demonstrate:
 - b. the mastery of physical skills, knowledge, leadership and teamwork necessary to participate in a High School based Physical Education and Team Sports Program.
 - c. their best effort/performance on a daily basis.
 - d. responsible, respectful and accountable behavior.
 - e. a positive work ethic and a mature level of self-motivation and self-direction.
 - f. the ability to work independently, with other students and the ability to follow directions.
 - g. a consistent pattern of being prepared to perform each day in class.

- h. a non-apathetic, but energetic student ready to face the many challenges ahead of them.
 - i. proper exercise and sport skill techniques, safety procedures as well as proper use of the equipment.
 - 2. Written tests
 - a. Content Standard Proficiency Scales
 - 3. Skills tests
 - a. Standard One Skill Checklists/Rubrics
 - 4. Fitness Assessments
 - a. Fitness, Form, and Exercise Rubrics
 - b. FitnessGram
 - c. Heart Rate Rubrics
 - 5. Daily Journal
 - a. Completion and Consistency Scores
 - 6. OSPI CBA

Extra Help

Teachers will provide information regarding tutoring in classroom procedures. Students are encouraged to take advantage of tutoring opportunities and assistance will be offered in class.

RE-DO POLICY:

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
 - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
 - require students to complete re-do of work outside of class time.
 - limit the number of re-do opportunities for each assignment.
 - assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Weighted Categories

Set department categories and weighting

Category	Percentage of Overall Grade
Daily Formative Assessment	70%
Projects/Presentations	20%
Unit Summative Assessments	10%

Grading Scale:

Regular Scale	
Letter Grade	Percentage
A	93% and Above
A -	90%-92.99%
B+	87%-89.99%
B	83%-86.99%
B-	80-82.99%
C+	77%-79.99%
C	73-76.99%
C-	70-72.99%
D+	67%-69.99%
D	60%-66.99%
F	59.99% and Below

OHHS PLAGIARISM POLICY:

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.

