

## Strength Training 10

**District Name:** Mission  
**District Number:** 75  
**Developed by:** Kevin Watrin  
**School Name:** Mission Secondary  
**Principal's Name:** Randy Huth  
**Board/Authority Approval Date:** January 18, 2005

**Board/Authority Signature:**

**Course Name:** Strength Training  
**Grade Level of Course:** 10  
**Number of Course Credits:** 4  
**Number of Hours of Instruction:** 120

**Prerequisite(s):** Physical Education 8

**Special Training, Facilities or Equipment Required:**

Weight Room with machine and free weights (Olympic), Classroom, Gymnasium, Track - Skipping ropes, VCR, Plyometric jumping boxes.

**Course Synopsis:**

This course will be offered Mondays, Wednesdays, and Fridays throughout the year for students in grades 9-12. It will allow students to improve their strength by lifting weights, performing plyometric drills, and running drills. This course will also focus on sports physiology and sports psychology. This course is intended for high-level athletes wishing to improve their athletic abilities and prevent injuries.

**Rationale:**

There are many physiological and psychological benefits to strength training (The Physician and Sports Medicine, Vol. 26-No. 5 -May 1998). Some of those include: Improved self-esteem and confidence, increases in bone strength, and in functional strength for sports and daily activities. In addition, several students have come to school before school or after school to work out in the weight room. These students desire to be on an official weight-training program. They also desire to learn other ways to enhance and develop their athletic skills. This course allows students to prepare for their extra curricular activities without taking up time in their daily academic schedule. Regular PE courses only cover weight training in the most generic and simplistic fashion. This course covers in strength training in much greater depth and focuses on the elite athletes needs.

**Organizational Structure**

Unit	Title	Time
Unit 1	Introduction to weight/strength training	5 hours
Unit 2	Core Stabilization Phase	15 hours
Unit 3	Strength Development - Base Phase	15 hours
Unit 4	Strength Development - Development Phase	60 hours
Unit 5	Strength Development-Peak Phase	25 hours
Unit 6	Supplementary Information	Throughout 1-5
	<b>Total Hours</b>	<b>120 hours</b>

## Unit Descriptions

### Unit 1: Introduction to weight/strength training

**Time: 5 hours**

#### Curriculum Organizer

*It is expected that students in Grade 10 will:*

- Be introduced to proper running form.
- Be introduced to different components of a good warm up and proper warm up strategies

### Unit 2: Core Stabilization

**Time: 15 Hours**

This section will focus on preparing various muscle groups for more intensive muscular workouts. A variety of training methods will be introduced designed to slowly build muscular strength in each of the student's "core" muscle groups.

#### Curriculum Organizer

*It is expected that students in Grade 10 will:*

- Be introduced to the importance of developing core muscles, techniques, and exercises that develop the "core" muscles.
- Be introduced to appropriate conduct in the weight room as well as proper spotting techniques.
- Be introduced to general weight room safety procedures.

### Unit 3: Strength Training: Base Phase

**Time: 15 hours**

The primary objective of this phase is to build lean muscle mass and improve work capacity. The BASE consists of high volume low intensity workouts that develop muscle hypertrophy.

#### Curriculum Organizer

*It is expected that students in Grade 10 will:*

- Be introduced to body weight exercises (sit-ups & push-ups, etc.)
- Begin development of muscular stamina
- Be introduced to the skill component of major weight lifting exercises (very light weights)
- Break the explosive lifts into component parts and work technique.

### Unit 4: Strength Training: Volume Phase

**Time: 60 hours**

The primary objective of this phase is to build on the BASE established in the previous phase by decreasing the volume and increasing the intensity of conditioning (3x5). Plyometric and agility drills are introduced during weeks seven and eight. Rack cleans, power presses and heavy squats form the core of the strength program. No more than three explosive exercises should be done during an exercise workout. Single jointed exercises should be kept to a minimum. A few single jointed exercises (3x10) are included at the end of the workouts to help maintain muscle size.

#### Curriculum Organizer

*It is expected that students in Grade 10 will:*

- Continue developing a proficiency in body weight exercises (sit-ups and push-ups)
- Expand development of skill component of major weight lifting exercises (very light weights)
- Learn components to begin development of athletic agility
- Begin to develop sub-maximal strength gains

### Unit 5: Strength Training: Explosive Power

**Time: 25 hours**

The primary objective is to peak for the season, with the emphasis on doing a higher volume specific plyometric and agility drills. The explosive lifts to improve power are the major focus of the strength program. Single jointed exercises should be dropped completely to conserve energy and to prevent over training.

**Curriculum Organizer**

*It is expected that students in Grade 10 will:*

- Continue developing a proficiency in body weight exercises (sit-ups & push-ups)
- Continue weight lifting with an emphasis on development of muscular stamina
- Broaden development of skill component of major weight lifting exercises (light weights)
- Understand the requirements for developing athletic agility and explosive power
- Learn components and begin to develop athletic agility.

**Unit 6: Supplementary Information****Time: Included in Units 1-5**

The primary objective is to provide supplementary information to students beneficial to them as they develop a greater understanding of strength training its impact on their personal health and the impact fitness has on our society as a whole. Current issues will be discussed as appropriate.

**Curriculum Organizer**

*It is expected that students in Grades 10-12 will:*

- Have form opinions about issues in sports such as: Steroid use and sports psychology.
- Learn about the prevention of common sports injuries.
- Learn the importance of water intake and some negative effects of pop on the athlete's body.

**Instructional Components:**

- Direct instruction
- Indirect instruction
- Modeling
- Analysis of athletic articles

**Assessment Components:**

Type of Assessment	Category	Details	Weighing (%)
Formative	Daily evaluation	Maintenance of Daily Weight training journal and assessment of personal effort.	70
Formative	Evaluations/Analysis	Regular testing of material learned or Analysis of written material	30
<b>Total</b>			<b>100</b>

**Performance Methods**

Modeling  
Listening  
Critiquing

**Personal Communication**

Student / instructor dialogue  
Self-evaluation  
Peer feedback  
Group dialogue

**Other****Learning Resources:**

- University of Nebraska - Huskerpower website: <http://www.huskerpower.com/main.html>
- Coach and Athletic Director Periodical

### **Additional Course Information:**

Benefits of strength training:

- Enhances bone modeling to increase bone strength and reduce the risk of osteoporosis.
- Strengthens connective tissues to increase joint stability and help prevent injury.
- Increases functional strength for sports and daily activity.
- Increases lean body mass and decreases nonfunctional body fat.
- Raises metabolic rate because of an increase in muscle and a decrease in fat.
- Improves self-esteem and confidence.

Source:

THE PHYSICIAN AND SPORTSMEDICINE  
VOL 26 - NO. 5 - MAY 98

### **Strength Training Rubric for class participation:**

**5**

- Arrive on time to class
- Arrive in proper gym strip
- Listen carefully to instructions
- Bring course duo-tang to class each day
- Maintain exercise journal/log
- Full participation

**4**

- Arrive late to class or Forget course duo-tang
- Arrive in proper gym strip
- Listen carefully to instructions
- Maintain exercise journal/log
- Full participation

**3**

- Arrive late to class and Forget course duo-tang
- Arrive in proper gym strip
- Listen carefully to instructions
- Maintain exercise journal/log
- Full participation

**2**

- Arrive late to class and Forget course duo-tang
- Arrive in proper gym strip
- Listen carefully to instructions
- Maintain exercise journal/log
- Minimal participation