

SPORTS PERFORMANCE 12/BAA FRAMEWORK

District Name: Abbotsford

District Number: 34

Developed by: Gurdish Grewal

Date Developed: November 10, 2010

School Name: Rick Hansen

Principal's Name: Julie Rousseau

Board/Authority Approval Date: May 4, 2011

Board/Authority Signature:

Course Name: Sports Performance 12

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): Sports Performance 11 (recommended)

Special Training: Physical Education degree with knowledge of anatomy, physiology, and components of fitness. A fitness instructor certificate would be helpful as well as nutritional knowledge.

Facilities or Equipment Required: Olympic Weight Room Apparatus, Sprint Harnesses, Timing Equipment, Skip Ropes, Plyometric Boxes, Classroom with Projector, Computers/Computer Lab, Laser Timing Device, 6 Partner Harnesses, 8 Trapezoid Step-Over Bags, 20 Agility Cones, Gymnasium with drill and testing lines, dots, etc painted in, Television, Video Player, Overhead Projector

Course Synopsis: Sports Performance 12 is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in an individualized performance-training regime that includes free-weight Olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Macro-cycles across the semester. Testing will occur every four weeks to monitor the development of each student's explosive capacity, change of direction, acceleration and flat-out speed. In addition, students will be using a variety of fitness charts and data to determine their relative speed and strength as compared to others of

their age and fitness level across North America. Students will be familiarized with the theory behind their performance training as the semester unfolds.

The Leadership portion of this course will be training that prepares students to coach/lead as a part of their school and greater community. Students will be given an opportunity to demonstrate and practice their leadership skills by leading activities and spotting/coaching other students in their class. In addition, students will assemble a portfolio that will be the core of a life-long tool for gaining entry into post-secondary performance programs, scholarship opportunities, and job opportunities.

Rationale: This course has been developed as an opportunity for students to develop their skills in sports performance and create a portfolio that showcases their skills and achievements. It also engages students in a coeducational experience that supports the development of an enhanced ability to: enter the world of work; contribute as leaders in their immediate and extended community; understand and apply the psychological, mechanical, and nutritional principles that lead to elite performance; develop their flexibility, speed, agility and explosive strength to their maximum potential as their bodies mature; and project their statistical information in a meaningful way so as to gain entry into post-secondary academic and athletic programs/ opportunities.

The leadership component, both theoretical and practical, is woven across the course experience. In addition, the course is structured to challenge students in an escalating degree of load/intensity and complexity of curriculum/practical experience as students mature. As the course progresses, the same fundamentals are applied over and over again and are bundled in ever more challenging combinations as the fundamentals are mastered.

The end-goal is to a) enable a student to leave his/her secondary schooling with the greatest set of tools for the post-secondary system b) build a pool of civic-minded, highly trained, young people in our local sport and recreation community and c) to cultivate an active and dynamic group of student peer leaders throughout the greater school community.

Lastly, this course lends itself in a significant way to fulfilling many aspects of the proposed aspects of the ministry required individual portfolios that will be a component of receiving a Dogwood Certificate.

OVERVIEW OF SPORTS PERFORMANCE 11 AND 12

	<u>SPORTS PERFORMANCE 11</u>	<u>SPORTS PERFORMANCE 12</u>
<p style="text-align: center;"><u>Performance Pyramid</u></p> <p style="text-align: center;"><i>It is expected that the student will:</i></p>		<ul style="list-style-type: none"> * Understand that the apex of athletic performance is the ability to make a play. That it is the culmination of an athlete's character, conditioning, athletic ability, practice habits, skill level, and effort. * Identify and practically apply the Performance Pyramid as it relates to the development of "Character" in competitive team and individual sports. * Identify how the Performance Pyramid relates to "Conditioning" and its sub-components: Lifting, Running, Stretching, Nutrition and Rest as it relates to competitive team and individual sports. * Identify and practically apply the Performance Pyramid as it relates to the development of "Athletic Ability" and its four sub-components: Speed, Agility, Power and Endurance. * Understand the relationship between "Game Performance" and "Practice". Students will understand the three sub-components of practice as they fit into the Performance Pyramid: Mental Aspects, Techniques and Strategies. * Understand what "Game" is and how factors, such as skill and effort that cannot be objectively measured with a stopwatch or tape measure, separate who plays well in a game and who does not.
<p style="text-align: center;"><u>Bioenergetics</u></p> <p style="text-align: center;"><i>It is expected that the student will:</i></p>	<ul style="list-style-type: none"> * Identify the basic structures of human anatomy. * Develop an understanding of muscle physiology and how it applies to athletic training. * Develop an understanding of the basic adaptation of the neuromuscular system to different modes of training. * Demonstrate the knowledge of, and ability to apply, basic muscle functions to training regimes. * Demonstrate how to manipulate training variables to achieve optimum gains for athlete specific training. 	<p style="text-align: center;"><u>Game Analysis</u></p> <ul style="list-style-type: none"> * Understand and apply the primary principal of any training program, the SAID Principle (Specific Adaptation to the Imposed Demand). The following are three conditions of the SAID principle that are important in setting up a sports performance training program: specificity, overload and variation. * Identify the role of power in sport, how it translates into performance and how it can be measured. * Identify the role of agility in sport, how it translates into performance and how it can be measured. * Identify the role of endurance in sport, how it translates into performance and how it can be measured. * Isolate and employ specific exercises to develop power. * Isolate and employ specific exercises to develop agility. * Isolate and employ specific exercises to develop endurance.

<p><u>Periodization and Design</u></p> <p><i>It is expected that the student will:</i></p> <p><u>Periodization and Design (cont'd)</u></p>	<ul style="list-style-type: none"> * Develop a needs analysis system to implement a year-round program for multiple sports. * Develop a template of a structured sports training program using a periodized approach. 	<p><u>Macro-cycles and Micro-cycles</u></p> <ul style="list-style-type: none"> * Understand how to calculate the proper poundage to be used in their individual training program. * Understand how to use a poundage chart to safely calculate personal 1 rep max lifts and how to apply proper loads in their workouts. * Understand the 4 Base Macro-cycles: hypertrophy, strength, power, and endurance. * Develop program of Micro-cycles (application of specific exercises, loads, and drills) within each Macro-cycle.
<p><u>Athlete Specific Training</u></p> <p><i>It is expected that the student will:</i></p>	<ul style="list-style-type: none"> * Identify and demonstrate correct biomechanics for athletic movements. * Demonstrate a positive attitude towards exercise. * Document training and analyze results. * Improve in a variety of performance related goals such as strength, speed and agility. * Demonstrate proper safety techniques during training. * Demonstrate a training regime for their particular sport utilizing the principles they have learned and applying those to their particular sport. 	<ul style="list-style-type: none"> * Demonstrate and lead warm-up and cool-down exercises. * Demonstrate and lead a variety of speed and agility drills. * Demonstrate and lead sport/position specific drills. * Demonstrate a partner stretch routine
<p><u>Biomechanics</u></p> <p><i>It is expected that the student will:</i></p>	<ul style="list-style-type: none"> * Identify the basic structures of human anatomy. * Develop an understanding of muscle physiology and how it applies to athletic training. * Develop an understanding of the basic adaptation of the neuromuscular system to different modes of training. * Demonstrate the knowledge of, and ability to apply, basic muscle functions to training regimes. * Demonstrate how to manipulate training variables to achieve optimum gains for athlete specific training. 	<p><u>Sports and Position Profiles and Specific Training</u></p> <ul style="list-style-type: none"> * Gather and interpret performance data for one or more sports/positions within a single sport. * Compare the common/differing demands of two or more sports/positions within a single sport. * Analyze how elite athletes play with controlled speed, where acceleration, agility and power are main factors.
<p><u>Nutrition</u></p> <p><i>It is expected that the student will:</i></p>	<ul style="list-style-type: none"> *Summarize current knowledge of nutritional and dietary factors, especially those that affect athletic performance. *Create and modify their diet in relation to their athletic needs. *Develop an understanding of the importance of healthy nutrition and the effects on body composition and performance. *Explain, compare and contrast the pre and post training meals. *Monitor eating and hydration habits in a journal. *Identify the effects of supplementation on the body. 	<ul style="list-style-type: none"> * Apply the three steps to build a shopping list that contains: Best Choice, Second Choice and, Third Choice sources for all of the nutrients that the body requires. * Demonstrate how to incorporate fruits, vegetables, seeds, and nuts into their meal plans and explain how these nutrients are metabolized by the body. * Explain how to alter carbohydrate intakes relative to individual activity levels and describe how these nutrients are metabolized by the body. * Demonstrate how to select lean sources of protein and describe how these nutrients are metabolized by the body. * Understand and explain the role of fluids in the diet and what the best ways of acquiring them are.

<p><u>Personal Portfolio</u></p> <p><i>It is expected that the student will:</i></p>		<ul style="list-style-type: none"> * Maintain a record of their most recent physical testing scores on their personal portfolio sheet. * Maintain a record of their most recent academic core and cumulative GPA on their personal portfolio sheet. * Attach relevant career and personal information to their personal portfolio.
<p><u>Anatomy and Exercise Physiology</u></p> <p><i>It is expected that the student will:</i></p>	<ul style="list-style-type: none"> *Identify the basic structures of human anatomy. *Develop an understanding of muscle physiology and how it applies to athletic training. * Develop an understanding of the basic adaptation of the neuromuscular system to different modes of training. * Demonstrate the knowledge of, and ability to apply, basic muscle functions to training regimes. * Demonstrate how to manipulate training variables to achieve optimum gains for athlete specific training. 	
<p><u>Recovery and Overtraining</u></p> <p><i>It is expected that the student will:</i></p>	<ul style="list-style-type: none"> * Develop an understanding of the importance of recovery training. * Incorporate a variety of recovery tools into their own training routine. * Develop an understanding of the causes as well as an ability to recognize the signs of overtraining. * Identify and explain the signs of overtraining. 	
<p><u>Flexibility and Range of Motion</u></p> <p><i>It is expected that the student will:</i></p>	<ul style="list-style-type: none"> * Explain the importance of range of motion and how it can affect performance. * Demonstrate and identify a variety of stretching and range of motion techniques. * Demonstrate different types of range of motion exercises into their own athletic training routine. 	

Organizational Structure:

Unit/Topic	Title	Time (Hours)
Unit 1	Performance Pyramid	5
Unit 2	Bioenergetics (Game Analysis)	10
Unit 3	Periodization and Design (Macro-cycles and Micro-cycles)	10
Unit 4	Athlete Specific Training	75
Unit 5	Biomechanics (Sport and Position Profiles)	5
Unit 6	Nutrition	10
Unit 7	Personal Portfolio	5
	Total Hours	120

Grading Breakdown:

Unit/Topic	Title	Assessment Percentages
Unit 1	Performance Pyramid	10
Unit 2	Bioenergetics (Game Analysis)	5
Unit 3	Periodization and Design (Macro-cycles and Micro-cycles)	15
Unit 4	Athlete Specific Training	45
Unit 5	Biomechanics (Sport and Position Profiles)	5
Unit 6	Nutrition	10
Unit 7	Personal Portfolio	10
	Total%	100

Unit/Topic/Module Descriptions:

Unit 1: Performance Pyramid

Time: 5 Hours

Overview:

Development of the performance pyramid was inspired by John Wooden's "Pyramid of Success". John Wooden was one of the most successful coaches in the history of sports. He believed success is not about how much money, power, or prestige that a person can attain, but about knowing, within yourself, you have done everything possible to be the best person you are capable of becoming. Students will become familiar with the principles, sub-components and structure of the Performance Pyramid in order to maximize their theoretical and practical class experience. This unit moves students beyond the Anatomy and Exercise Physiology outcomes learned in Sports Performance 11 to the mental aspect that is also a vital part of elite performance.

Curriculum Organizer-Performance Pyramid

It is expected that students will:

- Understand that the apex of athletic performance is the ability to make a play. That it is the culmination of an athlete's character, conditioning, athletic ability, practice habits, skill level, and effort.
- Identify and practically apply the Performance Pyramid as it relates to the development of "Character" in competitive team and individual sports.
- Identify how the Performance Pyramid relates to "Conditioning" and its sub-components: Lifting, Running, Stretching, Nutrition and Rest as it relates to competitive team and individual sports.
- Identify and practically apply the Performance Pyramid as it relates to the development of "Athletic Ability" and its four sub-components: Speed, Agility, Power and Endurance.
- Understand the relationship between "Game Performance" and "Practice". Students will understand the three sub-components of practice as they fit into the Performance Pyramid: Mental Aspects, Techniques and Strategies.
- Understand what "Game" is and how factors, such as skill and effort that cannot be objectively measured with a stopwatch or tape measure, separate who plays well in a game and who does not.

Instructional Strategies:

- **Independent instruction-computer exploration:** Use of computer/internet to become familiar with the Performance Pyramid (www.coachjohnwooden.com)
- **Interactive instruction:** DVD's of different game film (footage from school-based games: football, rugby, volleyball, basketball, and track and field performances)
- **Direct instruction:** hand outs, classroom lecture discussing finer points of Performance Pyramid.
- **Group Work:** Discuss different Performance Pyramid blocks (define, characterize, what would an athlete with this quality do, how would they perform).
- **Pair/share:** Partner up with someone who is weak in your strengths and vice versa, to discuss strategies on how to improve a particular block.
- **Demonstration activities:** Review examples of real life situations of how players develop in a variety of the performance blocks to succeed.

Assessment:

Formative:

- Discussions and feedback of games/ personal performances and how it relates to the Pyramid blocks
- Self-assessment of their strengths and weaknesses in relation to the blocks of the pyramid
- Discussions and feedback re: mental aspects, techniques and strategies used in performance that highlight the different components of the Performance Pyramid.
- Observations of performance

Summative:

- Creation of a PowerPoint show re: Performance Pyramid as it relates to their personal leadership skills with examples (using the assessment rubric)
- Test or quiz on Performance Pyramid-identification of the various blocks that make up the pyramid.

Unit 2: Bioenergetics**Time: 10 Hours****Overview:**

In Sports Performance 11, students were introduced to the three energy systems and how to incorporate them into a training program. In Sports Performance 12, students will become familiar with idea that athletic endeavor involves periods of acceleration, power, agility, and endurance. All of these components can be specifically trained for and should become a part of their training program.

Curriculum Organizer- Game Analysis: Training for Sport

It is expected that students will:

- Understand and apply the primary principal of any training program, the SAID Principle (Specific Adaptation to the Imposed Demand). The following are three conditions of the SAID principle that are important in setting up a sports performance training program: specificity, overload and variation.
- Identify the role of power in sport, how it translates into performance and how it can be measured.
- Identify the role of agility in sport, how it translates into performance and how it can be measured.
- Identify the role of endurance in sport, how it translates into performance and how it can be measured.
- Isolate and employ specific exercises to develop power.
- Isolate and employ specific exercises to develop agility.
- Isolate and employ specific exercises to develop endurance.

Instructional strategies:

Direct instruction: handouts and note taking on the SAID Principle, provision of examples of how to record data in personal training journals

Interactive Demonstration-teacher led and student led: Demonstration in gym of a power, or agility movement or drill and how it would directly relate to a sport movement. Teacher demonstrates first and students practice. Then students take turns leading a demonstration of the movement or drill.

Assessment Strategies:

Formative:

- Observation/feedback/discussion of students doing/leading exercises that demonstrate power, agility, and endurance.
- Review of training journals where students have recorded their personal data and provision of feedback on that data
- Assessment of leadership activities using Leadership Rubric

Summative:

- Tests/quizzes on knowledge of SAID principle and roles of agility, power, and endurance
- Assessment of leadership activities using Leadership Rubric

Unit 3: Periodization and Design

Time: 10 Hours

Overview:

In Sports Performance 11, students were familiarized with the components of a year-round conditioning program. Students learned that to have a complete conditioning program, they must include the following: lifting, running, stretching, proper nutrition, and ample rest are needed in the year-round program. In Sports Performance 12, the students will build on their year plan and understand that the proper application of specific exercises, loads, and drills are crucial to maximizing the effectiveness of a year round, periodized conditioning program.

Curriculum Organizer: Macro-cycles and Micro-cycles

It is expected that students will:

- Understand how to calculate the proper poundage to be used in their individual training program.
- Understand how to use a poundage chart to safely calculate personal 1 rep max lifts and how to apply proper loads in their workouts.
- Understand the 4 Base Macro-cycles: hypertrophy, strength, power, and endurance.
- Develop program of Micro-cycles (application of specific exercises, loads, and drills) within each Macro-cycle.

Instructional Strategies:

- **Direct instruction and demonstration** of proper poundage measurement technique, handouts/PowerPoint demonstrations for notes on periodization and design
- Analysis exercise where students think/pair/share regarding articles on Macro-cycles and micro-cycles

Assessment:

Formative:

- Month by month development of each macro and micro-cycle with revisions and constructive feedback using the Periodization Marking Guide.

Summative:

- Submission of final year-round plan of Macro and Micro-cycles (see Periodization Marking Guide)

Unit 4: Athlete Specific Training

Time: 75 Hours

Overview:

In Sports Performance 11, students learned and employed warm-up exercises and strength exercises in their weekly lifting, speed, and agility program. In Sports Performance 12, students will employ and lead warm-up exercises and strength exercises in their weekly lifting, speed, and agility program as well as coach and spot other students in the class.

Curriculum Organizer- Leadership

It is expected that students will:

- Demonstrate and lead warm-up and cool-down exercises.
- Demonstrate and lead a variety of speed and agility drills.
- Demonstrate and lead sport/position specific drills.
- Demonstrate a partner stretch routine

Instructional Strategies:

- **Direct instruction/Modeling** of the proper techniques for various exercises and hand-outs with diagrams and explanations of techniques
- **Think-Pair-Share** activities so students can peer-assess techniques and provide feedback
- **Demonstrations:** Teacher will demonstrate a variety of warm ups and stretches that the students will be able to use to lead the class.
- **Group Work:** students will discuss how to correctly progress through drills and how to safely perform the exercises.

Assessment:

Formative:

- Monthly performance tests on power, agility, and endurance
- Pair-share activities so students can peer-assess techniques and provide feedback (using Leadership Rubric)

Summative:

- Final demonstration activity where students choose a sport position and lead a class through a work-out routine specific to that sport position and are assessed based on pre-determined criteria (using Leadership Rubric)

Unit 5: Biomechanics**Time: 5 Hours****Overview:**

In Sports Performance 11, students identified and explained the correct biomechanics involved in athletic sport movement and training. In Sports Performance 12, students will understand that the differing demands of various sports and player positions within individual sports is the key to designing a training regime that is most efficient and specific to a given sport/role within it. Students will need to be able identify the differing and common demands on the athlete between sports such as: Football, Basketball, Volleyball, Rugby, Soccer and Track and Field.

Curriculum Organizer-Sport and Position Profiles and Specific Training

It is expected that the students will:

- Gather and interpret performance data for one or more sports/positions within a single sport.
- Compare the common/differing demands of two or more sports/positions within a single sport.
- Analyze how elite athletes play with controlled speed, where acceleration, agility and power are main factors.

Instructional Strategies:

- **Independent instruction**-Use of computers/internet to research/ locate information on performance data to see what a sport position needs.
- **Interactive instruction:** DVD's of different game film (footage from school-based games: football, rugby, volleyball, basketball, and track and field performances) looking at the demands of a specific position played.
- **Direct instruction:** Explanation of differing demands and how to analyze these aspects while watching a game.
- **Group work:** Sharing ideas and discussing which demands are put on an athlete throughout a game and how these demands can be put into the athletes training routine.

Assessment:

Formative:

- Group discussions: Facilitating the discussions for a particular sport.
- Student observation: guiding students as they investigate a sport and its demands on the athlete.
- Feedback: Reviewing and having one on one discussion with the student regarding sport demands and how to interpret data.
- Completion of worksheets: Compiling information on a position played during a game and all of the different demands. Listing how to train each specific demand using background knowledge learned and experienced throughout Sports Performance 11 and 12. Incorporating each demand into a well balanced training routine.

Summative:

- Project on sport position comparisons

Unit 6: Nutrition

Time: 10 Hours

Overview:

In Sports Performance 11, students were introduced to knowledge of nutritional and dietary factors, especially those that affect athletic performance. In Sports Performance 12, students will extend their knowledge by constructing a dietary menu plan specific to their athletic nutritional needs. Students will understand the difference between a correctly balanced and imbalanced diet and apply the three steps to ensure the proper balance of nutrients to increase lean muscle mass, limit fat storage, and improve performance.

Curriculum Organizer-Steps to Building a Balanced Performance Diet

It is expected that the students will:

- Apply the three steps to build a shopping list that contains: Best Choice, Second Choice and, Third Choice sources for all of the nutrients that the body requires.
- Demonstrate how to incorporate fruits, vegetables, seeds, and nuts into their meal plans and explain how these nutrients are metabolized by the body.
- Explain how to alter carbohydrate intakes relative to individual activity levels and describe how these nutrients are metabolized by the body.
- Demonstrate how to select lean sources of protein and describe how these nutrients are metabolized by the body.
- Understand and explain the role of fluids in the diet and which the best ways of acquiring them are.

Instructional Strategies:

- **Direct instruction:** using Charts, worksheets, diagrams: providing students with up to date information on different aspects of nutrition and how to incorporate all of the macro and micro nutrients into their diets.
- **Group work:** students will discuss and explore different food and menu ideas as they piece together a plan.
- **Analysis and critique group activity** on nutrition and performance: Explaining the Macro and Micro-nutrients which are essential for athletes. **(Stone, M.H. Nutritional Factors in Performance and Health. *Essentials of Strength Training and Conditioning*, NSCA (210-226). Nebraska: Human Kinetics. 1994.)**

Assessment:

Formative:

- Feedback as students develop their menu plan, one on one discussion of the nutrients they choose and how to improve or build on their choices.
- Discussion: Facilitating group discussions
- Peer-editing: Students will analyze each other's menu plan and discuss ideas on how to improve or build on their plan.
- Completion of worksheets and group activities to list ideas and put together a final usable menu that will cover all of the athletes needs.

Summative:

- Students will develop a menu plan for one Macro-Cycle of their individualized training program. (see Menu Rubric)
- Tests and/or quizzes: Knowledge of Macro and Micro-nutrients and fluid intake.

Unit 7: Personal Portfolio

Time: 5 Hours

Overview:

Students will create a personal portfolio detailing contact information, career ambitions, standardized performance test scores, academic data, physical data, and additional personal information relevant to the individual. This is a superb tool for post-secondary institutions/organizations to gain a broad snapshot of a prospective recruit/new member or to award scholarships.

Curriculum Organizer-Personal Scholarship Resume

It is expected that students will:

- Maintain a record of their most recent physical testing scores on their personal portfolio sheet.
- Maintain a record of their most recent academic core and cumulative GPA on their personal portfolio sheet.
- Attach relevant career and personal information to their personal portfolio.

Instructional strategies:

- **Direct instruction:** students will be given information on how to build a portfolio, the information required and how to attain that information.
- **Modelling/Examples of model portfolios:** Students will be given an example of a completed portfolio and or pieces of the portfolio as they develop their own.
- **Peer-editing and feedback:** students will discuss ideas on how to improve their portfolio and share examples of each other's work.

Assessment Strategies:

Formative:

- Revisions/constructive feedback on portfolio as they develop it
- Checklists for completion of rough drafts for editing or feedback

Summative:

- Final submission of personal portfolio (using Performance Resume Rubric)

Learning Resources (Recommended): (These resources were reviewed and approved by the District Resource Review Committee.)

www.cortland.edu/character/highschool/chapters/chapter2.pdf ML KING JR.
CHAPTER 2: Performance Character and Moral Character. Learning is not attained by chance. It must be sought for with ardor and attended to with diligence. ...

www.coachwooden.com

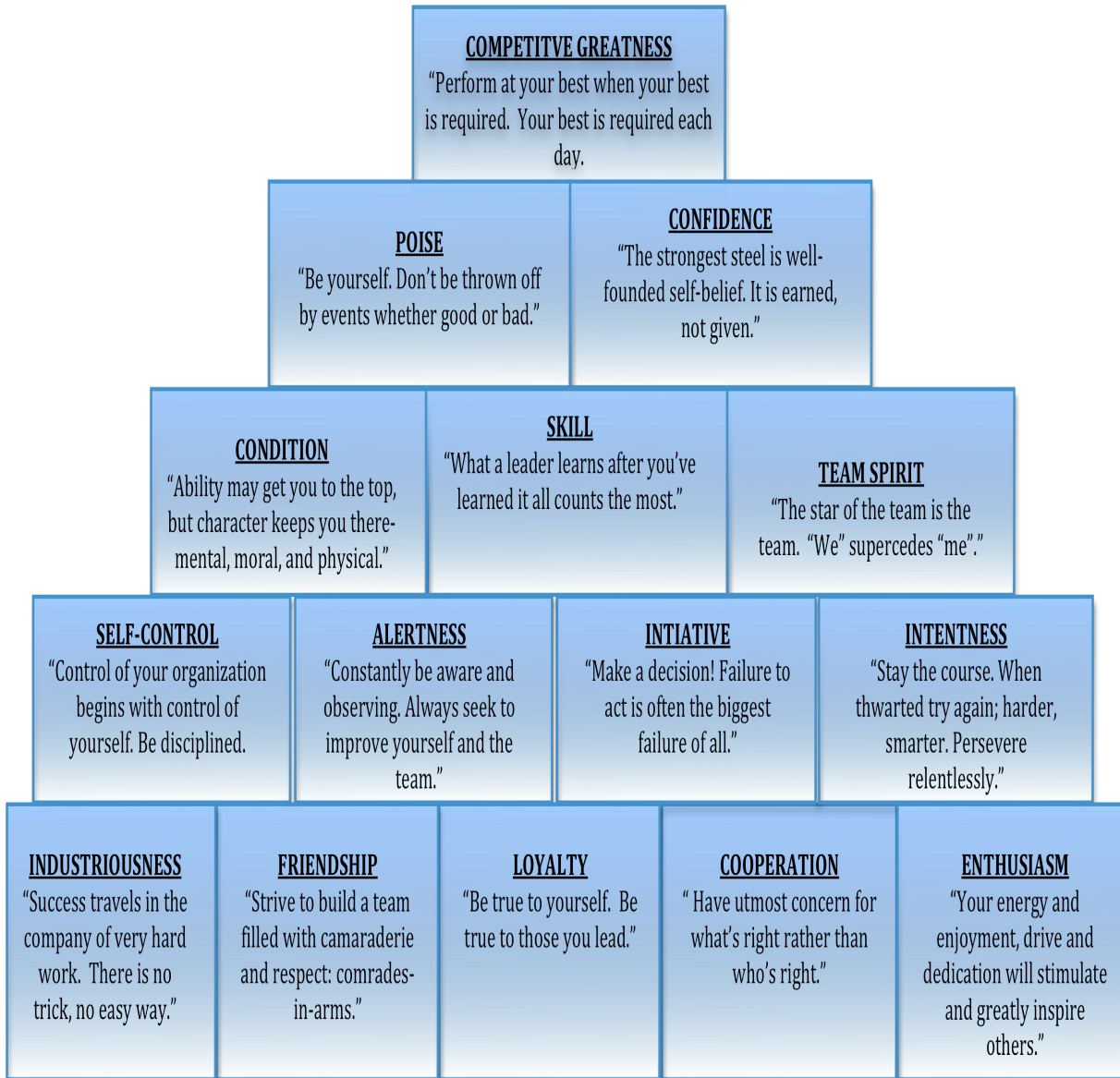
NSCA text- REFERENCES

1. Wathen, D. Load Assignment. *Essentials of Strength Training and Conditioning, NSCA* (435-445). Nebraska: Human Kinetics. 1994.
2. Wathen, D. Training Volume. *Essentials of Strength Training and Conditioning, NSCA* (447-450). Nebraska: Human Kinetics. 1994.
3. Wathen, D. Rest Periods. *Essentials of Strength Training and Conditioning, NSCA* (451-453). Nebraska: Human Kinetics. 1994.
4. Wathen, D. Periodization: Concepts and Applications. *Essentials of Strength Training and Conditioning, NSCA* (451-453). Nebraska: Human Kinetics. 1994.
5. Stone, M.H. Nutritional Factors in Performance and Health. *Essentials of Strength Training and Conditioning, NSCA* (210-226). Nebraska: Human Kinetics. 1994.

Pyramid of Success-Student Rubric

Using the Pyramid of Success, rate yourself on each block of the Pyramid by place one of the numbers below in the block;

- 4- I have mastered this aspect of leadership.
- 3-I use this aspect often but could still do more to improve.
- 2-I know about this aspect but I don't really know how to apply it to my life.
- 1-I never use this aspect in my life.



Pyramid of Success PowerPoint Presentation Rubric

NAME: _____

	5	4	3	2	1
CONTENT	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order, but is still generally easy to follow.	Content is accurate but information is not presented in a logical order, making it difficult to follow.	Content is questionable and information is not presented in a logical order, making it difficult to follow.	Content is inaccurate and information is not presented in a logical order, making it difficult to follow.
SLIDE CREATION	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way.	Presentation flows well. Tools used correctly. Overall presentation is interesting.	Presentation flows well. Some tools used.	Presentation is unorganized. Tools are not used in a relevant manner.	Presentation has no flow. No tools used.
SLIDE TRANSITIONS	Transitions are smooth and interesting. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slides.	Very few transitions are used and/or they distract from the presentation	No transitions are used.
PICTURES, CLIP ART & BACKGROUND	Images are appropriate. Layout of images is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate.	Images are inappropriate.	No images.
MECHANICS	No spelling errors. No grammar errors. Text is in author's own words.	Few spelling errors. Few grammar errors. Text is in author's own words.	Some spelling errors. Some grammar errors. Text is in author's own words.	Some spelling errors. Some grammar errors. Most of the text is in author's own words.	Many spelling errors and/or text is copied.
PERSONAL REFLECTIONS AND GROWTH	Student is clear and descriptive in their reflection (weaknesses and strengths) on all blocks	Student is descriptive and clear in their reflection (strengths and weakness) 10-14 blocks	Student is descriptive but not always clear in their reflection (strengths and weakness) on 6-9 blocks.	Student is descriptive but not clear in their reflection (strengths and weakness) on 3-5 blocks.	Student is descriptive but not clear in their reflection (strengths and weakness) on 1-2 blocks.
KNOWLEDGE AND UNDERSTANDING OF PYRAMID OF SUCCESS BLOCKS	Student has a clear understanding of what all of the blocks mean and can cite examples for each block	Student has a clear understanding of what most of the blocks mean and can cite examples for most blocks	Student understands what some of the blocks mean but may not cite examples	Student understands what a few blocks mean but may not cite examples	Student does not understand what blocks mean and do not cite examples

LEADERSHIP / DEMONSTRATION RUBRIC

	4 The student <u>Consistently</u> (90% of the time)	3 The student <u>Regularly</u> (75% of the time)	2 The student <u>Sometimes</u> (50% of the time)	1 The student <u>Hardly Ever</u> (<30% of the time)
AWARENESS	Looks around and examine surroundings Pays attentions to how others are acting and reacting Helps others Stays on task Focuses and makes eye contact Stays conscious of others' emotions	Looks around and examine surroundings Pays attentions to how others are acting and reacting Helps others Stays on task Focuses and makes eye contact Stays conscious of others' emotions	Looks around and examine surroundings Pays attentions to how others are acting and reacting Helps others Stays on task Focuses and makes eye contact Stays conscious of others' emotions	Looks around and examine surroundings Pays attentions to how others are acting and reacting Helps others Stays on task Focuses and makes eye contact Stays conscious of others' emotions
OPEN-MINDEDNESS/ RESPECTFUL	Accepts others differences. Considers all points of view and ideas Maintains control of anger level, tone, and harshly intended remarks Gives and receives constructive criticism Shows skill in dealing with difficult/delicate situations keeping others' feelings in mind.	Accepts others differences. Considers all points of view and ideas Maintains control of anger level, tone, and harshly intended remarks Gives and receives constructive criticism Shows skill in dealing with difficult/delicate situations keeping others' feelings in mind.	Accepts others differences. Considers all points of view and ideas Maintains control of anger level, tone, and harshly intended remarks Gives and receives constructive criticism Shows skill in dealing with difficult/delicate situations keeping others' feelings in mind.	Accepts others differences. Considers all points of view and ideas Maintains control of anger level, tone, and harshly intended remarks Gives and receives constructive criticism Shows skill in dealing with difficult/delicate situations keeping others' feelings in mind.
REFLECTIVE	Gives feedback Thinks before speaking and expresses thoughts completely Can summarize Stays focused Asks questions for clarification	Gives feedback Thinks before speaking and expresses thoughts completely Can summarize Stays focused Asks questions for clarification	Gives feedback Thinks before speaking and expresses thoughts completely Can summarize Stays focused Asks questions for clarification	Gives feedback Thinks before speaking and expresses thoughts completely Can summarize Stays focused Asks questions for clarification.
ORGANIZED	Is prepared for class Is efficient Keeps thought, flow and speech in order Writes down whole routine Is composed Manages time well	Is prepared for class Is efficient Keeps thought, flow and speech in order Writes down whole routine Is composed Manages time well	Is prepared for class Is efficient Keeps thought, flow and speech in order Writes down whole routine Is composed Manages time well	Is prepared for class Is efficient Keeps thought, flow and speech in order Writes down whole routine Is composed Manages time well
RESPONSIBLE	Is on time Takes initiative Stays on task Helps others Follows through with what he/she	Is on time Takes initiative Stays on task Helps others Follows through with what he/she	Is on time Takes initiative Stays on task Helps others Follows through with what he/she	Is on time Takes initiative Stays on task Helps others Follows through with what he/she

LEADERSHIP/DEMONSTRATION RUBRIC

	<p>begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others</p>	<p>begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others</p>	<p>begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others</p>	<p>begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for other</p>
EFFECTIVE COMMUNICATOR	<p>Gives everyone a chance to speak Presents ideas clearly Articulates Speaks at an appropriate volume Presents self with composure Avoids vague words Stays on topic Breaks things down on everyone's level Controls thought, flow, and speech</p>	<p>Gives everyone a chance to speak Presents ideas clearly Articulates Speaks at an appropriate volume Presents self with composure Avoids vague words Stays on topic Breaks things down on everyone's level Controls thought, flow, and speech</p>	<p>Gives everyone a chance to speak Presents ideas clearly Articulates Speaks at an appropriate volume Presents self with composure Avoids vague words Stays on topic Breaks things down on everyone's level Controls thought, flow, and speech</p>	<p>Gives everyone a chance to speak Presents ideas clearly Articulates Speaks at an appropriate volume Presents self with composure Avoids vague words Stays on topic Breaks things down on everyone's level Controls thought, flow, and speech</p>
ADDITIONAL FEEDBACK				

Nutrition Menu Plan Rubric

	Exceeding Well Balanced Diet 4	Meeting Healthy 3	Minimally Meeting Lacks Nutrients 2	Not Yet Meeting Malnourished 1
Knowledge/ Accuracy	<p>Students demonstrate a thorough understanding of healthy food choices. *Student is able to accurately evaluate a meal and determine whether it is nutritious. * Students able to dissect an existing meal plan for the cafeteria and specify several more nutritious changes. *Students demonstrate a clear understanding of the importance of exercise as part of a healthy lifestyle</p>	<p>Students demonstrate a clear understanding of healthy food choices. *Student is able to evaluate a meal and determine whether it is nutritious or not. * Students able to make changes to an existing meal plan for to make it healthier. *Students demonstrate a fair working knowledge of the importance of exercise as part of a healthy lifestyle</p>	<p>Student demonstrates some understanding of healthy food choices, but has some difficulty evaluating a meal and determining whether it is nutritious. *Students able to make few changes to an existing meal plan. *Students demonstrate some working knowledge of the importance of exercise as part of a healthy lifestyle</p>	<p>Students demonstrate little understanding of healthy eating practices. * Students unable to evaluate a meal accurately or make any valid or nutritious changes. *Students demonstrate a limited knowledge of the importance of exercise as part of a healthy lifestyle</p>
Justification of Choices	<p>Students provide several specific relevant facts with clear explanations. * The students make a strong convincing argument. *Students are able to justify their meal plan decision or advice with clear and specific explanations.</p>	<p>Student provides several facts to support his/her viewpoint and convince the audience. * Students are able to justify their meal plan decision or advice.</p>	<p>Lack of sufficient facts to support his/her viewpoint. * Students are vague on the explanation of their meal plan decision or advice.</p>	<p>Little if any facts to support their viewpoint are present. * Students are unable to justify their meal plan decision or advice.</p>
Group Activity	<p>Students are able to create a well-balanced and nutritious meal plan that includes a wide variety of foods.</p>	<p>Students are able to create a well-balanced and nutritious meal plan.</p>	<p>Students are able to create a meal plan, but some choices may or may not be nutritious.</p>	<p>Students create a meal plan that lacks knowledge of a well-balanced meal</p>
Presentation	<p>Student is able to express his/her opinion about healthy eating and influence others in a persuasive manner through a PowerPoint presentation.</p>	<p>Student is able to express his/her opinion about healthy eating and influence others in a persuasive manner through a PowerPoint presentation.</p>	<p>Student is able to give his/her opinion about healthy eating but may or may not be able to influence or persuade others.</p>	<p>Student's opinion about healthy eating is not clear and persuasive.</p>

Sports Performance Resume Rubric

Name: _____

CRITERIA	EXCELLENT	GOOD	SATISFACTORY	MINIMUM	SCORE & COMMENTS
PRESENTATION/ FORMAT	Typed or computer generated Balanced margins with eye appeal Format highlights strengths and information Appropriate fonts and point size used with variety	Typed or computer generated Balanced margins Format identifies strengths and information Appropriate fonts and point size used	Typed or computer generated Somewhat balanced margins Format identifies strengths and information No variation in fonts and/or point size	Typed or computer generated Unbalanced margins Format detracts from strengths and information Fonts distract from readability	
Ranking Points	10	8	7	6	
SPORT-SPECIFIC INFORMATION	All action phrases used to describe sports and skills Information demonstrates Athletic abilities Professional terminology used when describing skills	1-2 skills lack action phrases Information demonstrates Athletic ability to Some professional terminology used when describing skills	3-4 skills lack action phrases Some information demonstrates athletic ability	5-6 skills lack action phrases Information does not clearly demonstrate athletic ability	
Ranking Points	15	12	11	10	
RESUME CONTENT	Heading, objective, skills, experience, and education covered in detail Extra information given to enhance resume	Heading, objective, skills, experience, and education covered in some detail Extra information given to enhance resume	Heading, objective, skills, experience, and education covered with little detail Minimal extra information given to enhance resume	Missing one of the following: heading, objective, experience, or education No extra information given to enhance resume	
Ranking Points	15	12	11	10	
	No spelling errors No grammar errors	1-2 spelling errors 1-2 grammar errors	3-4 spelling errors 3-4 grammar errors	5-6 spelling errors 5-6 grammar errors	
Ranking Points	10	8	6	4	

Teacher Note: Ranking Points may vary according to your grading system

TOTAL SCORE:

Comments: _____

SPORTS PERFORMANCE: PERIODIZATION
Marking Guide

Instructional plan:

Complete the following steps (marks are awarded by completion of each step)

Step 1) (10 Marks)

Plot your sports activities over a 1 year period, start with Jan –Dec (year).

Step 2)

Plot any activities such as injury rehab or holidays that you know you will be taking and at which time you do not have access to a workout facility.

Step 3) (5 Marks)

List your Goals in order of importance.

Choose from the following:

- Size (gaining or losing weight)
- Strength
- Power
- Speed
- Endurance

Ex) for an athlete that plays a position that relies on speed (i.e. wide receiver) the order of goals and importance may be:

- 4 –Size
- 3 – Strength
- 2 – Power
- 1 – Speed

Step 4) (5 Marks)

Plot each phase that relates to your goals on the yearly plan. Start with a block before your camps. Always keep in mind the order of progression through each phase:

The order is AA – H – MXS – P – Sp – End

Step 5)

Use the following breakdown of each phase as a guideline:

AA

- 30-60% 1RM
- higher reps (12-20)
- Circuit training with rest between circuits
- Exercises – Core (Abs, low back), Balance, Full body, rehab or preventative exercises

Hypertrophy

- 60-80% 1RM
- (6) 8-15 reps
- slow tempo
- minimal rest between sets (Use Supersets and Giant sets)
- max fatigue by working as many muscles at as many angles as possible

MXS

- 85 – 100% or > 1RM
- 1-6 reps
- Core exercises – Bench, Deadlift, Squat
- Max rest between sets (3-5 min)

Power

- 70 – 100% 1RM
- 1-4 reps
- Explosive movements (Power Clean, Snatch, Jerk)
- Max rest between sets (3-5 min)

Speed

- 10 % 1 RM
- reps depend on exercise
- Explosive movements (weighted vest, hills, sled)
- Max rest between sets (3-5 min)

Endurance

- 20 – 50 % 1 RM
- high reps (20-100 or more)
- constant motion
- minimal rest

Step 6) (10 Marks each Phase)

Breaking down each Phase into a 4 week progression.

Start each phase with week #1 -Low Intensity week, week #2 – Med Intensity, week #3 – High intensity and week #4 – Transition (rest) week.

Step 7) (10 Marks per week)

Change the intensity of each week you need to make changes to one or more of the following:

- a) Change the # of low, med and high intensity days per week. For example:
 - a. Week #1 - 4 low - 2 med - 1 high intensity days.
 - b. Week #2 – 3 low – 2 med – 2 high intensity days.
 - c. Week #3 – 1 low – 3 med – 3 high intensity days.
- b) Change the type of exercise you use for the workouts. For example:
 - a. Week #1 (triceps press down) Week #2 (overhead triceps ext) Week #3 (close grip bench) All the exercises work on the same muscle but are progressively harder to perform.
- c) Change the sets and reps and weight. Higher sets and fewer reps with heavier weight.
- d) Change the rest between sets.
- e) Change the movement speed.

Step 8) (20 Marks per phase)

Use the website www.exrx.net to find your exercises for each phase and day.

Start with the AA phase.

- **Low Intensity days** can be made up of playing a non-competitive sport or a physical activity that is relaxing.
- **Medium Intensity days** can be made up of cardiovascular exercise such as going for a run or hike, or playing a sport but at a more competitive level without exhausting yourself.
- **High Intensity days** are workout days in the weight room.

Week #1 – Focus on Joint exercises (rehab) and work at 40% intensity.

Week #2 – Focus on total body circuits (squats, push ups, chin ups) and work at 50% intensity.

Week #3 –Add instability to the exercises (Ball, Balance board, single leg) and work at 60% intensity.

Step 9)

You need to develop a circuit of 8 to 12 exercises covering all major muscles (Shoulders/ Chest/ Upper and Lower Back/ Abs/ Hips and Legs/ Arms). Focus on injuries or weaknesses that you may have. For example if an athlete had lower back pain, pulled a hamstring, and had shoulder pain during the season they would look up these areas.

- a. Start by clicking on “ Weight Training”
- b. Look below “Biomechanical Deficiencies” and click on “Weaknesses.”
- c. Look through the list of areas that may relate to their injuries. You may have to read the description or use the diagram to see if it similar to the area of your weakness. For this athlete the Hamstring, Supraspinatus, Infraspinatus, Erector Spinae, are all related.
- d. Click on the “preventative/ corrective” exercise. Look to see if this exercise is one that you are able to perform at the gym (if the machine is available). Write the exercise down and write a brief description if you are unsure of how it is performed.
- e. List the exercises from the “preventative/ corrective” exercises. For this athlete: crunch, leg curl, stiff leg dead lift, front lateral raise, lying lateral raise, lying external rotations, rows, back extension and cable row.
- f. Go back to “Biomechanical Deficiencies” and click on “Posture.” Check for any additional issues that may relate to you.
- g. Add in additional exercises that will complete a total body circuit. Go back to the main page and click on “Articulations,” “Muscle Body Map,” or “Exercise Body Map” to find more exercises for a specific joint or muscle. For this athlete: shoulder, upper and lower back, abs, hips and leg exercises are included but the athlete is missing chest and arm exercises. The athlete could add the following to make a complete circuit – triceps press down and push ups.
- h. Build your workout by using these exercises and listing them in an order to alternate body parts. For this athlete: Circuit – front lateral raise, rows, leg curl, crunch, lying lateral raise, back extensions, stiff leg dead lift, push ups, cable row, lying external rotation and triceps press down.
- i. Go back to “Biomechanical Deficiencies” and click on “Inflexibilities.”

- j. Read through the list of related areas and add in any stretches listed under “preventative/ corrective” exercise. For this athlete: seated hamstring stretch, lying hamstring stretch, Adductor Magnus stretch, Kneeling hip flexor stretch, Quadriceps stretch, Straight arm chest stretch, sub scapular broom stick stretch, infraspinatus broom stick stretch, and the tensor fascia latae stretch.
- k. For week #2 and #3 you can increase the intensity of your workouts by increasing the weight and decreasing reps, increasing sets, increasing the complexity of the exercises, decreasing your rest between sets etc...

Example -Hypertrophy Phase: Choose a weekly training plan.

- a. Total body training 3-4 times per week.
- b. Split routing – Upper body and lower body.
- c. Split routine – body part for example Chest/Triceps, Back/biceps, and Legs/shoulders/Abs

Week #1– Focus on each body part with isolation exercises (60% intensity)

Week #2– Focus on bigger movements and slow the tempo down (70% intensity)

Week #3– Bigger movements with slow down and fast up tempo (80% intensity)

Step 10)

Using www.exrx.net click on “Weight Training.” Look through to find exercises for each of the major muscle groups. Click on “Exercise and Muscle Directory,” “Muscle Body Map,” or “Exercise Body Map.”

- a. Have approximately 8 exercises per day.
- b. Have at least one major exercise per muscle group. Ex) Bench for Chest, Squat for Legs
- c. Try to work as many angles as possible for each muscle group.

Step 11)

Build your 4 week plan for the Hypertrophy Phase changing from a low, med to high week and alternating the daily intensities. (See example)

Step 12)

- **Low intensity days** can be made up of cardio and abs, tech drills for your sport, playing a sport.
- **Med intensity days** can be made up of weight room exercises focusing on smaller muscle groups.
- **High intensity days** are made up of weight room exercises focusing on major muscle groups.

(See example of workout for Hypertrophy phase)