

Strength & Conditioning Guidelines for Individual Lifetime Activities Credits

Introduction:

The goal of Physical Education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle. For graduation, students must complete courses in each of the following physical education courses: Participation Skills and Techniques, Fitness for Life, and Individual Lifetime Activities. Strength and conditioning courses may be used to fulfill the graduation requirement for Individual Lifetime Activities when the course meets the Core Standards. This guidance document outlines how a strength and conditioning course fulfills the graduation requirements using the strands from the Utah Core Standards for Physical Education.

Strand 1: Students will achieve a level of competency in motor skills and movement patterns:

S&C.1.1: Demonstrate proper technique in the following movement patterns and/or their variations: deadlift, squat, bench press, pullup, clean & jerk, and snatch.

S&C.1.2: Understand how to properly breathe and brace for all exercises.

S&C.1.3: Understand and demonstrate proper spacing of shins to the bar in starting position during platform lifts.

S&C.1.4: Demonstrate the differences between overhand, alternating and hook grips during platform lifts .

S&C.1.5: Understand and maintain a vertical path with the bar during platform lifts.

S&C.1.5: Understand and reach proper squatting depth.

S&C.1.6: Maintain proper weight distribution while keeping body weight on the heels and maintaining proper posture (for example, chest up, spread the shoulders, pinch the shoulder blades, lock in the lower back, and hip hinge during a squat.)

Strand 2: Students will apply knowledge to attain efficient movement and performance:

S&C.2.1: Differentiate between jumpers, athletic, and sumo stance (for example, jumpers' stance≈hip width, athletic stance≈shoulder width, and sumo stance is wider than athletic with toes pointed out) during platform and squat lifts.

S&C.2.2: Understand and demonstrate proper jumping and landing techniques.

S&C.2.3: Understand proper running form for the start, drive, and sprinting phase.

S&C.2.4: Understand and demonstrate how to keep toes and knees aligned during platform and squat lifts.

S&C.2.5: Understand and demonstrate proper posture during platform and squat lifts.

S&C.2.6: Understand and maintain proper head alignment (athletes keep their eyes on a target with a neutral spine) during platform and squat lifts.

S&C.2.7: Understand and demonstrate how to keep four points of contact with my head, shoulders, hips, and feet during seated or lying lifts.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

S&C.3.1: Understand and explain how the following terms apply to strength and conditioning.

- Aerobic
- Anaerobic
- Atrophy
- Compound Movement
- Concentric
- Delayed Onset Muscle Soreness (DOMS)
- Eccentric
- Hypertrophy
- Isolation Movement
- Muscular Endurance
- Muscular Strength
- One-Rep Maximum (1RM)
- Overload
- Power
- Repetition
- Set
- Specificity
- Time Under Tension (TUT)
- Volume
- Warm Up & Cool Down

S&C.3.2: Understand and define basic muscles and muscle groups as they apply to strength and conditioning.

- Gluteals
- Quadriceps
- Hamstrings
- Gastrocnemius
- Trapezius
- Pectorals
- Abdominals
- Biceps
- Triceps
- Deltoids
- Lats

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

S&C.4.1: Use Spotters when appropriate (for example, when a bar moves over head or face, racked on the back, during seated or lying exercises).

S&C 4.2: Demonstrate a two-handed grip when spotting a barbell.

S&C.4.2: Demonstrate load and unloading skills.

- A. Load and unload weight simultaneously on both sides of the bar
- B. Load heaviest to lightest weights on to the bar with the heaviest weights closest to the center of the bar
- C. Store all weights, safety collars, and equipment in the proper location

S&C.4.3: Demonstrate proper spotting techniques.

- A. Assume a positive supportive role (for example, spotter, providing feedback, analyzing technique, partnering, encouragement).
- B. Check for equal weight distribution and the use of safety collars (when applicable).
- C. Communicate the amount of repetitions, type of lift-offs and racking; allow completion of repetition until the bar moves in a negative direction.
- D. Correct unsafe and improper lifting techniques.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

S&C.5.1: Understand strength training opportunities in my community.

S&C.5.2: Discuss the benefits of strength and conditioning as a lifetime activity.

S&C.5.3: Understand and apply good self-management (for example, self-monitor, set goals, use time effectively).