

## **STRENGTH AND CONDITIONING 12: BAA Course Framework**

**District Name:** Abbotsford

**District Number:** 34

**Developed by:** Jon McCarthy, Gurdish Grewal, Karl Wodtke

**Date Developed:** November 2010

**School Name:** Rick Hansen, WJ Mouat

**Principal's Name:** Julie Rousseau, Rob Comeau

**Board/Authority Approval Date:** May 4, 2011

**Board/Authority Signature:**



**Course Name:** Strength and Conditioning 12

**Grade Level of Course:** 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisites:** Strength and Conditioning 11 (recommended)

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

#### **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:**

Gymnasium, weight room, track

#### **Equipment:**

Weight lifting equipment, free weights, exercise balls, skipping rope, video camera.

#### **Course Synopsis:**

##### **Grade 12:**

Strength and Conditioning 12 builds on the foundation of knowledge and development of skills begun in Strength and Conditioning 10 and 11. Students will explore more advanced topics relating to anatomy and physiology and how this knowledge is related to their training. In addition, students will learn more advanced lifting techniques not previously taught in Strength and Conditioning 10 and 11. Students will enhance their fitness and performance levels while developing and

demonstrating their leadership skills in a weight room facility. Students will assess and analyze their personal fitness needs, set goals, and develop a personal fitness program around the areas of fitness, nutrition, and technique. Students will reflect on their progress regularly as a way to monitor this progress and improve skills. Furthermore, students will be required to demonstrate their knowledge in a leadership setting where they will be required to teach and coach other peers. Independently, students will be required to apply their knowledge about training and nutrition to the design of specific training and diet plans.

**Rationale:**

In order to fully allow a student to reach his or her fitness potential, additional techniques and knowledge are needed beyond those learned in Strength and Conditioning 10 and 11. This course exposes students to transferable skills that can be used in other contexts such as: coaching, refereeing, in the workforce, and as a member-in-good-standing in the community. As well, Strength and Conditioning 12 gives students the skills they need to be able to continue to be active and healthy in their post-graduation lives.

**Overview of Strength and Conditioning 11 and 12:**

<b>Topic Focus</b>	<b>Grade 11</b>	<b>Grade 12</b>
<u>1: Anatomy and Exercise Physiology</u>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>-describe the basic structure of the human anatomy and physiology.</li> <li>-demonstrate the knowledge of, and the ability to apply, basic muscle development principles and their modifications involved in weight training.</li> </ul>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>-describe the origin and insertion of muscles, bone anatomy and it's relation to muscle attachment in the structure of the human anatomy and physiology as it relates to strength and conditioning.</li> <li>-difference between the two types of connective tissue (ligaments and tendons) in muscles and how this impacts muscle tone and development.</li> </ul>
<u>2: Performance Nutrition</u>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>-understand the importance of diet in a successful training program.</li> <li>-be able to analyze and distinguish between the different components of a healthy diet.</li> <li>-analyze and describe different supplements and ergogenic aids as they apply to training.</li> <li>-demonstrate the ability to modify their diet to enhance the training effect.</li> </ul>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>-analyze the efficacy and safety of nutritional supplements.</li> <li>-focus on pre- and post-work out nutrition regimes.</li> <li>-be able to identify the different elements needed in a daily diet to support their training program.</li> <li>-analyze their daily diet for weight training.</li> </ul>

<u>3: Components of Fitness</u>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>-understand the components of fitness.</li> <li>-recognize or define terms related to cardiovascular fitness, strength acquisition and flexibility.</li> <li>-identify primary and secondary muscles used in specific exercises.</li> </ul>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>-compare and contrast the different types of training needed for a variety of activities: <ul style="list-style-type: none"> <li>• cardiovascular training (aerobic and anaerobic),</li> <li>• strength (starting strength, speed strength, power),</li> <li>• flexibility (dynamic, static).</li> </ul> </li> <li>-understand when to use dynamic and static stretches.</li> </ul>
<u>4: Program Design/ Goal Setting</u>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>-understand what the components are of a successful strength and conditioning program.</li> <li>-understand training methods (circuit training, general body workout, flexibility, plyometrics, resistance training, anaerobic and running) and their effects on one's body.</li> <li>-be able to develop fitness programs.</li> <li>-understand how to set realistic short term and long term training goals.</li> <li>-demonstrate pros and cons of different weight training programs and practices.</li> </ul>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>-understand how to develop a needs analysis.</li> <li>-understand how to set specific training goals based on their needs analysis.</li> <li>-develop a personal fitness program based on their training goals and needs analysis.</li> </ul>
<u>5: Strength and Conditioning Training</u>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>-apply their cognitive knowledge to physical training practices.</li> <li>-demonstrate a positive attitude towards physical fitness.</li> <li>-demonstrate the terminology used in weight training.</li> <li>-demonstrate proper lifting techniques.</li> <li>-have an increased level of strength</li> <li>-document and evaluate all exercise performed.</li> <li>-proper stretching techniques as they apply to performance training.</li> <li>-engage in safe and respectful weightroom behaviour including spotting and positive encouragement.</li> </ul>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>-demonstrate leadership skills such as: <ul style="list-style-type: none"> <li>• coaching,</li> <li>• taking initiative,</li> <li>• encouraging other to put forth best effort,</li> <li>• lead a stretch session (through warm up and cool downs),</li> </ul> </li> <li>-demonstrate more advanced lifting techniques including: <ul style="list-style-type: none"> <li>• squat,</li> <li>• deadlift,</li> <li>• bench,</li> <li>• power clean.</li> </ul> </li> </ul>

### **Organization Structure:**

<b>Topic</b>	<b>Title</b>	<b>Time</b>
1	Anatomy and Exercise Physiology	10 Hours
2	Performance Nutrition	10 Hours
3	Components of Fitness	10 Hours
4	Program Design/Goal Setting	10 Hours
5	Strength and Conditioning Training	80 Hours
	<b>Total Hours</b>	120 Hours

(Please note: Some topics are not necessarily taught as discreet units. Theoretical topics and practical components are combined and embedded in all aspects of instruction in the gymnasium, workout room, or track. Time allotments are calculated based on instructional activities across the entire semester.)

### **Grading Breakdown:**

<b>Topic</b>	<b>Title</b>	<b>Assessment Percentages</b>
1	Anatomy and Exercise Physiology	10 %
2	Performance Nutrition	10 %
3	Components of Fitness	10 %
4	Program Design/Goal Setting	20 %
5	Strength and Conditioning Training	50 %
	<b>Total</b>	100 %

### **Unit/Topic/Module Descriptions:**

#### **1: Anatomy and Exercise Physiology**

**Time: 10 Hours**

#### **Curriculum Organizers and Learning Outcomes:**

*It is expected that students will:*

- describe the origin and insertion of muscles, bone anatomy and it's relation to muscle attachment in the structure of the human anatomy and physiology as it relates to strength and conditioning.
- difference between the two types of connective tissue (ligaments and tendons) in muscles and how this impacts muscle tone and development.

#### **Instructional Strategies:**

**Direct instruction**-Assignments/Identification Worksheets.

**Multi-media presentations** on specific anatomy of bones and muscles and the physiology of muscular movement. As well, animations/powerpoints on specific exercises and which muscle groups are being targeted.

**Think-Pair-Share** as a summary review where students identify the muscle groups on themselves and then demonstrate to the class where they are.

## **Assessment:**

### **Formative:**

Quizzes/Worksheets-identification of bones and muscle groups.

Student Feedback-Have students identify the muscle groups on themselves-demonstrate to the class where muscles are.

### **Summative:**

Written Test-on identification of bones and muscle groups

## **2: Performance Nutrition**

**Time: 10 Hours**

### **Curriculum Organizers and Learning Outcomes:**

*It is expected that students will:*

- analyze the efficacy and safety of nutritional supplements.
- focus on pre- and post-work out nutrition regimes.
- be able to identify the different elements needed in a daily diet to support their training program.
- analyze their daily diet for weight training.

### **Instructional Strategies:**

#### **Direct instruction:**

- four food groups and the nutrients that they provide.
- macronutrients types and the extra requirements that are needed by a person who is exercising.
- looking at pre-post nutrition strategies for the use of nutritional supplements and nutrition choices.

#### **Multi-media presentations:**

- animations on digestion, differences of carbohydrate selection, insulation action, amino-acid metabolism.

#### **Assignments/Identification Worksheets:**

- identify and describe the processes involved in digestion, carbohydrate and protein metabolism, and the effect of various supplements in the body.

#### **Nutritional Journals and Analysis:**

- students record food intake for a week and analyze it.

## **Assessment:**

### **Formative:**

Nutritional Journal analysis

Quizzes/Worksheets

### **Summative:**

Written Test-Dietary elements

Project-Case study on nutritional supplements

### **3: Components of Fitness**

**Time: 10 Hours**

#### **Curriculum Organizers and Learning Outcomes:**

*It is expected that students will:*

- compare and contrast the different types of training needed for a variety of activities including:
  - cardiovascular training (aerobic and anaerobic).
  - strength (starting strength, speed strength, power).
  - flexibility (dynamic, static).
- understand when to use dynamic and static stretches.

#### **Instructional Strategies:**

##### **Demonstration-teacher and student-led demonstrations on:**

- cardiovascular training and drills,
- strength training and drills,
- flexibility drills.

##### **Direct instruction:**

- using Powerpoints, diagrams, and note-taking strategies on the techniques for cardiovascular training, strength training, and flexibility training.

##### **Group work:**

- analyzing similarities and differences of cardiovascular training, strength training, and flexibility training drills. Students will demonstrate techniques and receive instructor and peer feedback.

#### **Assessment:**

##### **Formative:**

Peer evaluation- of student technique during group work.

Teacher feedback on student led session.

Monthly Components of Fitness tests-formative leading to final assessment at the end of the course.

##### **Summative:**

Components of Fitness test-final performance test at the end of the semester (technique and strength based a normalized score of that individual).

#### **4: Program Design/ Goal Setting**

**Time: 10 Hours**

#### **Curriculum Organizers and Learning Outcomes:**

*It is expected that students will:*

- understand how to develop a needs analysis.
- understand how to set specific training goals based on their needs analysis.
- develop a well-rounded and holistic personal fitness program based on their training goals and needs analysis.

#### **Instructional Strategies:**

**Direct Instruction-** Powerpoint presentations with animations that look at particular aspects of training and specific needs of individualized sports.

**Read and review-** article titled, "Training Methods and Modes", from the NSCA book.

#### **Assessment:**

##### **Formative:**

Students perform a needs analysis and begin to develop a plan. They will refine their plan and program based on feedback as the semester progresses.

##### **Summative:**

Submission, implementation, and reflection on the effectiveness of their planned personal program.

#### **5: Strength and Conditioning Training**

**Time: 80 Hours**

#### **Curriculum Organizers and Learning Outcomes:**

*It is expected that students will:*

-demonstrate leadership skills including:

- coaching,
- taking initiative,
- encouraging others to put forth best effort,
- lead a stretch session (through warm up and cool downs).

-demonstrate more advanced lifting techniques such as:

- squat,
- deadlift,
- bench,
- power clean.

## **Instructional Strategies:**

### **Direction instruction:**

-Teacher facilitates the framework of the class/lesson, format and guideline for student lead demonstrations and provides exemplars of good demonstrations.

**Student led demonstrations:** Students work on equipment or in the gym or track to the demonstrate proper techniques.

## **Assessment:**

### **Formative:**

Students practice these techniques and are given formative feedback throughout the semester leading up to a summative assessment (using the same rubric) at the end of the semester.

- Bench Rubric
- Squat Rubric
- Deadlift Rubric
- Powerclean Rubric
- Leadership Rubric

### **Summative: (at the end of the semester)**

- Bench Rubric
- Squat Rubric
- Deadlift Rubric
- Powerclean Rubric
- Leadership Rubric

## **Additional information:**

### **Instructional Component:**

Students will gain a sound cognitive framework before any practical component of exercise training begins. Instruction will be through active learning, direct instruction, group activities, self-reflections, and peer instruction. Students will be able to demonstrate leadership skills through peer demonstrations and coaching exercises. As well, the teacher will act as a mentor in sharing his or her experiences in competition and what works for them in preparing for competition. Articles will be analyzed and discussed about current fitness and nutrition trends



**BENCH PRESS TECHNIQUE RUBRIC**

NAME:

Block:

<b><u>Student Show's Position/Movement</u></b>	<b><u>Completely</u></b>	<b><u>Mostly</u></b>	<b><u>Somewhat</u></b>	<b><u>Not at all</u></b>
Lie supine on a flat bench and position the body to achieve a 5-point contact body position consisting of the: <ul style="list-style-type: none"> <li>• Head</li> <li>• Shoulders/upper back area, and buttocks firmly and evenly placed on the bench</li> <li>• Right foot and left foot flat on the floor</li> </ul>	4	3	2	1
Adjust the body to position the eyes directly below the racked bar	4	3	2	1
Squeeze shoulder blades together, attempting to position shoulder blades flat to bench. Flex your neck and upper traps, pushing your head back into the bench.	4	3	2	1
Position your feet to give you a good, solid base	4	3	2	1
Grasp the bar slightly wider than shoulder width apart.	4	3	2	1
Lower the bar under control toward the lower chest. <b>Do not bounce the bar on the chest or arch the lower back to raise the chest to meet the bar.</b>	4	3	2	1
Keep the head, torso, hips and feet in the 5-point contact position.	4	3	2	1
Continue pressing the bar up until the elbows are fully extended, but not forcefully locked.	4	3	2	1

**DEADLIFT TECHNIQUE RUBRIC**

NAME:

Block:

<b><u>Student Shows Position/ Movement</u></b>	<b><u>Exceeding Demonstrates Consistently (90% of the time)</u></b>	<b><u>Meeting Demonstrates Mostly (75% of the time)</u></b>	<b><u>Minimally Meeting Demonstrates Sometimes (50% of the time)</u></b>	<b><u>Not Yet Meeting Demonstrates Hardly Ever (&lt;30% of the time)</u></b>
Feet placed between hip and shoulder-width apart. Toes pointed slightly outward, knees track directly over the feet	4	3	2	1
Shoulder width (or slightly wider to keep your hands from hitting your thighs) pronated or alternated grip hand position. Arms outside the knees, elbows extended.	4	3	2	1
Bar close to the shins	4	3	2	1
Trap relaxed or slightly stretched, chest held up and out, shoulder blades held together.	4	3	2	1
Body's weight is balanced with the heels in contact with the floor	4	3	2	1
Make your stomach as big as possible.	4	3	2	1
Extend knees and hips at the same rate to keep the torso angle constant. During the ascent, keep bar close to shins as possible.	4	3	2	1
The elbows stay fully extended	4	3	2	1
Lower bar-Maintaining flat back	4	3	2	1

## POWERCLEAN TECHNIQUE

NAME:

Block:

<b><i>Student Shows Position/Movement</i></b>	<b><i>Exceeding Demonstrates Consistently (90% of the time)</i></b>	<b><i>Meeting Demonstrates Mostly (75% of the time)</i></b>	<b><i>Minimally Meeting Demonstrates Sometimes (50% of the time)</i></b>	<b><i>Not Yet Meeting Demonstrates Hardly Ever (&lt;30% of the time)</i></b>
Feet placed between hip and shoulder-width apart. Toes pointed slightly outward, knees track directly over the feet.	4	3	2	1
Shoulder width (or slightly wider to keep your hands from hitting your thighs) pronated grip. Arms outside the knees, elbows extended pointed to side.	4	3	2	1
Bar close to the shins	4	3	2	1
Trap relaxed or slightly stretched, chest held up and out, shoulder blades held together.	4	3	2	1
Body's weight is balanced with the heels in contact with the floor.	4	3	2	1
The shoulders are in front of the bar.	4	3	2	1
Make your stomach as big as possible.	4	3	2	1
<b>FIRST PULL</b> - Extend knees and hips at the same rate to keep the torso angle constant. During the ascent, keep bar close to shins as possible.	4	3	2	1
<b>TRANSITION (SCOOP)</b> Thrust the hips forward and move the thighs against and the knees under the bar.	4	3	2	1

<u>Powerclean Rubric Cont'd</u>	4	3	2	1
<b>SECOND PULL-</b> forcefully and quickly extend hips, knees, ankles. Bar passes as close to the torso as possible	4	3	2	1
Keep shoulders over the bar and the elbows extended as long as possible.	4	3	2	1
Rapidly shrug shoulders upward. Pull with the elbows moving up and out to the sides.	4	3	2	1
<b>CATCH</b> - Once the lower body has fully extended, pull the body under the bar by rotating the arms under the bar.	4	3	2	1
Hips and knees to approximately a quarter- squat position. Bar on the anterior deltoids and clavicles. Neck neutral or slightly hyper-extended. Upper arms parallel to the floor. Back flat or slightly arched. Feet flat on the floor.	4	3	2	1

SQUAT TECHNIQUE RUBRIC

NAME:

Block:

<b><u>Student Shows Position/Movement</u></b>	<b><u>Exceeding Demonstrates Consistently (90% of the time)</u></b>	<b><u>Meeting Demonstrates Mostly (75% of the time)</u></b>	<b><u>Minimally Meeting Demonstrates Sometimes (50% of the time)</u></b>	<b><u>Not Yet Meeting Demonstrates Hardly Ever (&lt;30% of the time)</u></b>
Bar is placed at arm pit height	4	3	2	1
Evenly place the bar on top of the posterior deltoids at the middle of the trapezius	4	3	2	1
Feet between hip and shoulder-width apart Toes angled slightly outward	4	3	2	1
Torso erect with shoulders back, head tilted slightly up, chest up and out	4	3	2	1
Make your stomach as big as possible.	4	3	2	1
Does not lean forward or round the upper back during the descent.	4	3	2	1
Do not allow the heels to rise off the floor	4	3	2	1
Do not lean forward as the bar is raised by keeping the head tilted back and the chest help up and out	4	3	2	1
The knees should stay aligned over the feet; do not allow them to shift in or out.	4	3	2	1
Drive the bar upward by pushing up through the whole foot with weight evenly distributed between the heels	4	3	2	1

## LEADERSHIP / DEMONSTRATION RUBRIC

	<b>4</b> <b>The student <u>Consistently</u></b> <b>(90% of the time)</b>	<b>3</b> <b>The student <u>Regularly</u></b> <b>(75% of the time)</b>	<b>2</b> <b>The student <u>Sometimes</u></b> <b>(50% of the time)</b>	<b>1</b> <b>The student <u>Hardly Ever</u></b> <b>(&lt;30% of the time)</b>
<b>AWARENESS</b>	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
<b>OPEN-MINDEDNESS/ RESPECTFUL</b>	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.
<b>REFLECTIVE</b>	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.
<b>ORGANIZED</b>	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
<b>RESPONSIBLE</b>	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

	begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others	begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others	begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others	begins Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for other
<b>EFFECTIVE COMMUNICATOR</b>	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	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	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	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
<b>ADDITIONAL FEEDBACK</b>				

## DAILY AND WEEKLY PERFORMANCE FEEDBACK

### RUBRIC

	<b>4</b> <b>The student</b> <b><u>Consistently</u></b> <b>(90% of the time)</b>	<b>3</b> <b>The student</b> <b><u>Regularly</u></b> <b>(75% of the time)</b>	<b>2</b> <b>The student</b> <b><u>Sometimes</u></b> <b>(50% of the time)</b>	<b>1</b> <b>The student</b> <b><u>Hardly Ever</u></b> <b>(&lt;30% of the time)</b>
<b>AWARENESS</b>	Pays attentions to how others are acting Helps others Stays on task Stays conscious of others' emotions Applies maximum work ethic in training	Pays attentions to how others are acting Helps others Stays on task Stays conscious of others' emotions Applies maximum work ethic in training	Pays attentions to how others are acting Helps others Stays on task Stays conscious of others' emotions Applies maximum work ethic in training	Pays attentions to how others are acting Helps others Stays on task Stays conscious of others' emotions Applies maximum work ethic in training
<b>OPEN-MINDEDNESS/ RESPECTFUL</b>	Gives and receives constructive criticism Shows skill in dealing with cooperation of space and materials Uses appropriate language Demonstrates appropriate listening skills during instruction	Gives and receives constructive criticism Shows skill in dealing with cooperation of space and materials Uses appropriate language Demonstrates appropriate listening skills during instruction	Gives and receives constructive criticism Shows skill in dealing with cooperation of space and materials Uses appropriate language Demonstrates appropriate listening skills during instruction	Gives and receives constructive criticism Shows skill in dealing with cooperation of space and materials Uses appropriate language Demonstrates appropriate listening skills during instruction
<b>REFLECTIVE /JOURNALING</b>	Thinks before speaking and expresses thoughts completely Asks questions for clarification Keeps accurate and frequent updates in their training log	Thinks before speaking and expresses thoughts completely Asks questions for clarification Keeps accurate and frequent updates in their training log	Thinks before speaking and expresses thoughts completely Asks questions for clarification Keeps accurate and frequent updates in their training log	Thinks before speaking and expresses thoughts completely Asks questions for clarification Keeps accurate and frequent updates in their training log



**DAILY AND WEEKLY PERFORMANCE FEEDBACK**  
**RUBRIC**

<b>ORGANIZED</b>	Is prepared for class Stays on top of things Is efficient Writes down whole routine Manages time well Has appropriate gym clothing and attire	Is prepared for class Stays on top of things Is efficient Writes down whole routine Manages time well Has appropriate gym clothing and attire	Is prepared for class Stays on top of things Is efficient Writes down whole routine Manages time well Has appropriate gym clothing and attire	Is prepared for class Stays on top of things Is efficient Writes down whole routine Manages time well Has appropriate gym clothing and attire
<b>PERSONAL RESPONSIBLE</b>	Is on time Takes initiative Stays on task Helps others Offers spotting to peers when needed Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others	Is on time Takes initiative Stays on task Helps others Offers spotting to peers when needed Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others	Is on time Takes initiative Stays on task Helps others Offers spotting to peers when needed Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others	Is on time Takes initiative Stays on task Helps others Offers spotting to peers when needed Puts forth effort to go above and beyond the minimum Uses good judgment Sets a good example for others