



HIGH SCHOOL COURSE OUTLINE

Department	Physical Education			Course Title	Fitness/Conditioning		
Course Code	3714	Grade Level	11-12	Course Length	2 semesters	Credits/Semester	5
Required for Graduation		No	Meets H.S. Grad Requirement			Elective Credit	Yes
Prerequisites	2 Years of Physical Education						
Articulated with LBCC		No		Articulated with CSULB		No	
Meets UC "a-f" Requirement		No		Meets NCAA Requirement		No	

COURSE DESCRIPTION: This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

GOALS:

Student needs to:

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

CONTENT STANDARDS:

Students will:

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.

- 1.1 Explain and apply biomechanical principles of 1st, 2nd, & 3rd class levers specific to a variety of lifting techniques.
- 1.2 Observe and analyze the techniques of another while lifting (or yourself through video) and write an analysis of the performance.
- 1.3 Demonstrate proper spotting techniques for all lifts and exercises which require spotting.
- 1.4 Observe and analyze the techniques of another performing a plyometric exercise (or yourself through video) and write-up an analysis of the performance.
- 1.5 Measure and assess multiple performances of another in the following areas: balance, reaction time, agility, coordination, power, and speed.
- 1.6 Identify and apply biomechanical principles necessary for the safe and successful performance of weight training.
- 1.7 List, describe, and demonstrate use of safety equipment required for participation in weight training.
- 1.8 Demonstrate independent learning of movement skills in weight training.

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Establish a set of personal physical fitness goals utilizing the principles of training and create a strength-training and conditioning program.
- 2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight training exercises.
- 2.3 Measure and assess multiple performances of another in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
- 2.4 Explain that biomechanics, muscle size, gender, age, training experience, training technique, specificity, and muscle stretch affect strength performance.
- 2.5 Demonstrate and explain the techniques and concepts of three different types of weight training programs.
- 2.6 Demonstrate and explain the concepts of two different conditioning programs.
- 2.7 Develop and/or use a personal physical fitness log to record all workout data on a daily basis.
- 2.8 Based on the personal physical fitness goals set in 2.1, achieve a significantly higher level of speed, strength, power, and endurance.
- 2.9 Meet physical fitness standards that exceed those of the State-mandated test.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Self Responsibility

- 3.1 Display safe and responsible behavior while training.
- 3.2 Describe the role of motivation in physical activity.
- 3.3 Describe how the perception of effort and quality is a personal assessment and the role it plays in achieving fitness goals.
- 3.4 Develop personal goals to improve performance in weight training and fitness.

- 3.5 Identify and analyze weight training and fitness activities that enhance personal enjoyment.
- 3.6 Evaluate risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.

Social Interaction

- 3.7 Explain how to select and modify weight training and fitness activities to allow for participation by children, the elderly, and those with special needs.
- 3.8 Analyze the role of social interaction in the successful participation and enjoyment of participating in weight training and fitness activities.

Group Dynamics

- 3.9 Assist others in achievement of their fitness goals.

PERFORMANCE STANDARDS

The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level. Performance level is determined by the average of the Assessments or Assignments.

District Physical Education Performance Standard Criteria

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student Assignments/ Assessments	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
	Minimal Completion	Partially Complete	Mostly Complete	
	Plan Minimally Complete	Plan Partially Complete	Plan includes almost all components	
	Includes all of the components for one week	Includes all of the components for two weeks	Includes all of the components for three weeks	
Performance-based Assessments	Not proficient	Occasionally performs correctly	Performs correctly most of the time	Always performs skill correctly

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Introduction to Fitness and Conditioning

1 Week

- Class Curriculum, Expectations, Grading Policy

- Classroom Rules and Procedures
- Locks and Locker Room Procedures
- Dressing Policy

Fitness Pre-Test

1 Week

- Assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement.

Physical Fitness Concepts and Techniques

6 Weeks (ongoing)

- Apply principles of physical fitness
- Apply physiological principles involved in human movement.
- Select a leisure time physical activity and identify opportunities in the community to participate in this activity.
- Describe current trends in fitness and conditioning
- Understand the components of total health fitness and the relationship between physical activity and lifelong wellness.
- Fitness Technology: (heart rate monitors, heart rate wands, pedometers, skin calipers, computer software)

Cardiorespiratory Endurance Training

6 Weeks (ongoing)

- Safety techniques (including modifications for health conditions, i.e. asthma, obesity; breathing techniques; proper movement forms, i.e., correct stride, arm movements, body alignment; proper warm-up, cool down, and stretching)
- Demonstrate competency in monitoring heart rates during activity
- Assess cardiorespiratory fitness and set goals to maintain or improve fitness levels
- Participate in a variety of cardiorespiratory activities including i.e. power walking, pacer test, interval training, incline running, distance running, aerobics and circuits.
- Demonstrate an awareness of cardiorespiratory fitness opportunities in the community

Nutrition

2 Weeks (ongoing)

- Nutrients
- Nutrition labeling information
- Food Choices
- Food Guide Pyramid
- Influences on food choices-social, economic, cultural
- Access to adequate food sources
- Comparison of food values
- Weight Management-proper practices to maintain, lose, gain
- Eating Disorders
- Proper hydration
- The effects of performance enhancement drugs
- Ephedra
- Creatine
- Steroids

Resistance Training for Muscular Strength and Endurance (ongoing)

12 Weeks

- Apply principles of resistance training
- Safety techniques (spotting, proper body alignment, lifting techniques, spatial awareness, and proper breathing techniques)
- Demonstrate an understanding of proper weight training principles and concepts in order to achieve desired results
- Perform basic resistance exercises (including free weights, hand weights, weight machines, exercise bands and tubing, medicine balls, fit balls)
- Advanced techniques of weight training

Flexibility Training, Relaxation Techniques and Core Training

6 Weeks

- Safety techniques (stretching protocol; breathing and relaxation techniques)
- Demonstrate an understanding of the basic types of flexibility exercises (i.e. dynamic, static)
- Develop basic competency in relaxation and breathing techniques
- Pilates
- Yoga

Fitness Post Test

1 Week

- Reassess personal fitness and compare scores to pre-test scores and personal goals
- Record data on fitness software

Closure

1 Week

- Evaluate and implement fitness and activity plans
- Reflection
- Locker Room Shut-down

METHODS: A variety of instructional strategies will be used to accommodate all learning styles.

- Demonstrations - by teacher, student(s), or experts on video
- Lecture
- Modeling
- Guided practice
- Group discussion

Student centered learning to include:

- peer coaching
- reciprocal teaching
- checklists
- video (peer and self-analysis)

- guided discovery
- stations and circuits
- task cards
- computer lab

MATERIALS USED IN TEACHING THE COURSE:

Basic Physical Education Classroom Equipment

- Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- Portable stereo with CD player
- Wireless microphone and speaker system
- Stopwatches
- Clipboards (teacher and students class set) and pencils
- Equipment appropriate to the unit: acquire from the District Stock Catalog and/or Physical Education Equipment Catalogs (i.e.; Sportime, Gopher, Flaghouse, Education Company, etc.)

Fitness and Fitness Assessment Equipment

- Fitness Alliance, Human Kinetics Publishing, Il., 1997
- Heart Rate Monitors: Polar Electro Inc., (800) 290-633-0370
- Heart Rate Wands: Insta-Pulse
- Fitnessgram Software and fitness testing equipment (skin fold calipers, tape or CD of push-ups and curl-ups cadence, rulers, mat with line for curl-ups, software) from:
- American P.O. Box 5076, Champaign IL. 61825-5076
- (800) 747-4457, www.americanfitness.com
- Body fat analyzers
- Concept 2 Indoor Rowing Machines from:
- Concept 2, 105 Industrial Park Drive, Morrisville, VT 05661
- (800) 245-5676, www.concept2.com
- Stairmaster
- Stationary Bikes (Monark)
- Variety of fitness software from
- Bonnie's Fitware
- 18832 Stefani Avenue, Cerritos, CA 90703 (562) 924-0835
- and Human Kinetics
- Steps for Step Aerobics
- Jump Ropes
- Medicine Balls - variety of sizes, weights, coverings
- Mats
- Dumbbells and Barbells
- Elastic bands or Dynabands
- Music tapes or CD's
- CD/cassette deck player and speakers
- Charts of fitness exercises (check Physical Education catalogs)
- Various Weight Machines and Resistance Training Machines

- **Technology Equipment**

- Video cameras, VCR's and monitors
- Computers with internet access
- Computer fitness software
- Heart rate monitors and heart rate monitor interface and software
- Body fat analyzers

General Reference Books

Dynamic Physical Education for Secondary School Students

By Robert P. Pangrazi and Victor P. Dauer
Allyn and Bacon, A Division of Simon & Shuster, Inc.
160 Gould Street, Needham, Heights, MA 02194

Physical Education for Lifelong Fitness, The Physical Best Teacher's Guide

By American Alliance for Health, Physical Education, Recreation and Dance, 1999
Human Kinetics, P.O. Box 5076, Champaign, IL 61825-5076

Physical Best Activity Guide, Secondary Level

By American Alliance for Health, Physical Education, Recreation and Dance, 1999
Human Kinetics, P.O. Box 5076, Champaign, IL 61825-5076

Concepts of Physical Education, What Every Student Needs to Know

By The National Association for Sport and Physical Education
1900 Association Drive
Reston, VA 20191-1599 (703) 476-3410

Lessons from the Heart

By Beth Kirkpatrick and Burton Birnbaum
Human Kinetics, 1997

Classroom Textbooks

Fit & Well

By Thomas Fahay, Paul Insel, Walton Roth
Mayfield Publishing Company, 2001

General Music Resources

Wagon Wheel Records
16812 Pembroke Lane
Huntington Beach, CA 92649
(714) 846-8169

Christy Lane
Dynamix
Power Mix

EVALUATION:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- Performance-based assessments which assess physical education cognitive concepts and skills
- Journals
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Quizzes and tests
- Projects (rubric assessed)
- Video
- Computer software
- Fitnessgram
- Fitness Plan

GRADING POLICY

A common grading policy ensures consistency between schools and classrooms across the district.

Suggested Percent of Grade

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.	30-40%
Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	30-40%
Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.	20-30%

Suggested Grading Scale

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

Submitted by: Joan Van Blom

School: Health/PE Office

Revised Date: 6/05