

Weight Training and Conditioning (#0049)

Description This course will emphasize the development of health related fitness skills. Students will be taught to design a personal fitness program incorporating cardiovascular training and resistance training.

Minutes per Week 275 minutes per week for one semester each year for grades 10, 11, and 12

Textbooks/Resources

Required Assessments District-wide, standards-based assessments & Fitnessgram

Board Approved October, 2005
Revised

AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

AASD Physical Education Standards for Grades 9-12 Students

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| <p>I. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> | <ul style="list-style-type: none"> A. Demonstrates proficient skills to participate in advanced play of some activities. B. Demonstrates mature movement forms in a variety of activities ranging from individual to lifetime activities. C. Demonstrates and describes offensive, defensive and transitional skills and strategies in individual and team sports. D. Supports teammates by movement and spacing in invasion, net and field games. E. Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities. F. Operate a bike, kayak, or canoe safely and skillfully in a natural environment. G. Identifies, explains, and applies the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities. |
| <p>II. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <ul style="list-style-type: none"> A. Develops an appropriate personal wellness program for lifetime fitness activity. B. Plan a personal conditioning program. C. Identifies the differences and benefits of both functional fitness training and traditional weight training. D. Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance. E. Explains appropriate tactical decisions in a competitive activity. F. Self assesses performance and makes appropriate corrections. G. Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities. |
| <p>III. Participates regularly in physical activity.</p> | <ul style="list-style-type: none"> A. Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle. B. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week. C. Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs. D. Establishes goals by identifying strengths and weaknesses using personal fitness assessments. E. Compares health and fitness benefits derived from various physical activities. F. Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span. |

AASD Physical Education Standards for Grades 9-12 Students

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| IV. Achieves and maintains a health-enhancing level of physical fitness. | <ul style="list-style-type: none">A. Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.B. Identifies a variety of activities and how often they should be done to improve all health-related fitness components.C. Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.D. Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. |
| V. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | <ul style="list-style-type: none">A. Solves conflicts agreeable to both parties.B. Adjusts participation level and personal behavior to make activities inclusive for everyone.C. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.D. Exhibits respectful and mature behavior to contribute to a positive learning environment.E. Identifies positive and negative peer influences. |
| VI. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | <ul style="list-style-type: none">A. Participates in activity outside of school for self-enjoyment.B. Identifies reasons to participate in physical activity in the local community.C. Describes the correlation that being physically active leads to a higher quality of life.D. Demonstrates through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.E. Take appropriate leadership or supportive roles in activities.F. Describes the positive feelings that result from physical activity participation alone and with others. |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Students will know and understand fitness center cleanliness and safety.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates pride in the fitness center by keeping equipment clean. b. demonstrates pride in the fitness center by returning all weights and equipment to their respective locations. c. demonstrates proper spotting techniques. d. understands how to use cardiovascular equipment appropriately. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: V</p>		
<p>2. Students will demonstrate competency in a variety of resistance training techniques.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates ability to properly and safely participate in weight lifting activities using free weights. b. demonstrates ability to properly and safely participate in weight lifting activities using selectorized equipment. c. demonstrates ability to properly and safely participate in other resistance training protocol, (e.g. medicine balls, resistance bands, core training etc.). 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I, II, IV</p>		
<p>3. Students will use knowledge gained to enhance motor skills required in weight training.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies major and secondary muscle groups and knows how to develop them. b. identifies protagonist and antagonistic muscle groups and their functions. c. evaluates and analyzes movement to improve performance. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I, II</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>4. Students will develop an awareness of the opportunities existing outside the physical education class where an individual can continue to improve or maintain personal fitness levels.</p>	<p>Performance will be satisfactory when the student: a. participates in an individualized fitness program. b. researches local health club facilities.</p>	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: III, IV, VI</p>		
<p>5. Students will develop an individual strength training program to fit their own individual goals.</p>	<p>Performance will be satisfactory when the student: a. develops an individual routine for improving cardiovascular fitness. b. develops an individual routine for improving muscular fitness. c. understands muscle balance (e.g. chest/back; quadriceps/hamstrings etc.) d. applies the FITT principal.</p>	<ul style="list-style-type: none"> • Skills Tests • Written assignment • Observation • Test • Rubric • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: IV</p>		
<p>6. Students will demonstrate positive interaction in diverse settings.</p>	<p>Performance will be satisfactory when the student: a. demonstrates respect to students with limitations. b. demonstrates respect and support for others while participating in the fitness center.</p>	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: V</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. Students will understand that physical activity and strength training provides lifelong social and psychological benefits.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. makes a commitment to long term physical fitness as a part of overall wellness. b. develops an appreciation for strength training. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: VI</p>		
<p>8. Students will understand the importance of flexibility training.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. designs a complete, personal stretching routine. b. demonstrates safe stretching techniques. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I, II</p>		