

Personal Fitness / Weight Training (Grades: 11, 12)

Prerequisite: B or better in Health Enhancement;
teacher approval

Credit: 1 year, 1 credit

Course Overview:

Upper classmen have an opportunity to expand/maintain fitness and weight control. Students have access to school weight lifting, aerobics, interactive computer programs and lifetime activities equipment. They design and implement their own fitness/lifting programs. Time is allowed for regular physical education games as well. Realistic goals and participation are the basis for grading. The content of the SD6 Health Enhancement curriculum is aligned with the National Standards for H/PE and the Montana Content Standards and Benchmarks for Health Enhancement.

Standard 1: Students will have a basic knowledge and understanding of concepts that promote comprehensive health. (HECS—1-7)

Benchmarks

1.1 Students will understand and develop individual physical profiles. (1.12.1-4)

Students will:

	Essential Learnings	Assessment	Map
1.1.1	record and maintain personal records.	V, W, and O	M
1.1.2	determine and monitor baseline fitness data (e.g., body fat, height, weight, 1600m run).	for all.	D, M
1.1.3	determine body type.	P	M
1.1.4	analyze family characteristics.	P	M

1.2 Students will comprehend effective weight lifting programs based on best practices (e.g., bigger, stronger, faster). (1.12.5, 2.12.1, 3.12.1-3, 4.12.1-4, 5.12.3-6, 7.12.1-2, 7.12.4-5)

Students will:

	Essential Learnings	Assessment	Map
1.2.1	discuss individual 9-week lifting programs.	V, W and O	M for all.
1.2.2	understand the relationship between individual strength gains and weight control.	for all.	
1.2.3	examine auxiliary and core lifts. a) consider goals and starting points. b) review muscle groups and appropriate lifts for each.		
1.2.4	examine core lifts.		

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<p>a) determine appropriate weights for squat, power clean, and bench lifts.</p> <p>1.2.5 examine auxiliary weights.</p> <p>a) determine six-balanced upper/lower; front/back.</p> <p>b) understand three lifts and muscle groups.</p> <p>1.2.6 examine core sets.</p> <p>a) record weeks—3 x 3, 5 x 5, 8-5-3-1.</p> <p>b) record each set 3 lifting days.</p> <p>c) record alternate days with auxiliary sets.</p> <p>d) adjust attitude to challenge self-discipline.</p> <p>1.2.7 examine auxiliary sets.</p> <p>a) record 2 x 8-12.</p> <p>b) understand power, endurance, strength.</p>		
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1.3 Students will comprehend effective aerobic programs based on best practices. (1.12.5, 2.12.1, 3.12.1-3, 4.12.1-4, 5.12.3-6, 7.12.1-2, 7.12.4-5)

Students will:

Essential Learnings	Assessment	Map
<p>1.3.1 determine personal goals.</p> <p>1.3.2 recognize individual differences (e.g., age, body type, etc.).</p> <p>1.3.3 understand step and movement aerobics.</p> <p>1.3.4 comprehend cardiovascular improvement.</p> <p>1.3.5 understand metabolism and calories used.</p> <p>1.3.6 understand muscle development through physical fitness.</p> <p>1.3.7 maintain and record a personal fitness plan daily.</p> <p>1.3.8 implement a personal fitness plan following a 9-week BSF program.</p>	V, W, and O for all.	M for all.

1.4 Students will understand and develop individual fitness plans. (1.12.1-2, 1.12.3-4, 4.12.2-4, 5.12.1-6, 7.12.4-5)

Students will:

Essential Learnings	Assessment	Map
<p>1.4.1 develop individual fitness program.</p> <p>a) determine long-term goals.</p> <p>b) understand daily recording requirements.</p> <p>c) establish a combination strength/aerobics program.</p> <p>1.4.2 implement individual fitness program through class structure (e.g., organized by class, week, and team activity).</p>	V, W, and O for all.	D, M M