

## Ultimate Strength & Conditioning

Curriculum/Content Area: Physical Education	Course Length: 9 weeks
Course Title: Ultimate Strength and Conditioning	Date last reviewed: May 2016
Prerequisites: PE9	Board approval date: August 16, 2016

### Desired Results

#### Course description and purpose:

This course is designed for students that would like to create and manage their own personal fitness plans. Students will be introduced to concepts of program design such as selection and arrangement of exercises, determining sets, reps, and loads, and the monitoring and testing of physical performance. Students will also engage in a battery of health-related fitness tests to assess their individual fitness levels and create a foundation for personalization of their own fitness plans. Cardiovascular exercise will also be included to round out a complete fitness plan.

<b>Enduring Understandings (EUs):</b> <ol style="list-style-type: none"><li>1. Proficient movement skills provide competency in all physical activities.</li><li>2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness.</li><li>3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness.</li><li>4. Demonstrating responsible and respectful behavior promotes positive personal and social success.</li><li>5. Everyone benefits from collaboratively working towards improved health and wellness</li><li>6. Physical activity promotes social, emotional, and physical well being of self and the community.</li></ol>	<b>Essential Questions (EQs):</b> <ol style="list-style-type: none"><li>1. What different ways can the body move given a specific purpose?</li><li>2. How does technique impact performance?</li><li>3. Why is a safe environment important?</li><li>4. How can we move effectively and efficiently?</li><li>5. What can we do to be physically active and why is this important?</li><li>6. Why is it important to be physically fit and how can we stay fit?</li><li>7. How do we interact with others during physical activity?</li><li>8. How will physical activity help us now and in the future?</li></ol>
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## Assessment Evidence

<p><i>Performance assessments include but are not limited to:</i></p> <ol style="list-style-type: none"> <li>1. FITNESSGRAM Pacer</li> <li>2. FITNESSGRAM Exercise Testing</li> <li>3. SMART Goal</li> <li>4. Argumentative Writing</li> <li>5. Common Unit Assessment(Rubric)</li> </ol>	<p><i>Other assessments may include:</i> Classroom formative and summative assessments aligned to standards.</p>
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<p><b>Unit Title:</b> Safety and Procedures</p>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Spotting</li> <li>• Equipment safety-clips, bar supports, proper useage</li> <li>• Proper organization</li> </ul>
<p><b>Standards:</b></p>
<p><b>WI.PE.Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>A. Contributes to establishing a positive physical activity learning environment</p>
<p><b>Learning Targets:</b></p> <ol style="list-style-type: none"> <li>1. I can apply correct rules and procedures in all physical activity settings.</li> </ol>

<p><b>Unit Title:</b> Technique and Skill Refinement</p>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Olympic Lifts: Hang Clean, Power Clean, Deadlift, Overhead Olympic Lifts such as Snatch</li> <li>• Core Lifts- Bench, Bench w/ Variations, Squat, and Squat x/variations</li> <li>• Auxiliary Lifts: Presses, Curls, Core Exercises, Extensions. (all lifts upper and lower body)</li> <li>• Speed, Agility &amp; Flexibility: Form Running, Explosive exercises, speed and conditioning exercises.</li> </ul>
<p><b>Standards:</b></p>
<p><b>WI.PE.Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>A. Demonstrates skill development.</p> <p>B. Demonstrates advanced skill application.</p>

**WI.PE.Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- A. Demonstrates cognitive understanding.
- B. Applies and analyzes scientific principles of physical activity

**WI.PE.Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

- A. Assesses and manages personal health behaviors.

**WI.PE.Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

**Learning Targets:**

1. I am able to demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities.
2. I can self assess my performance and make appropriate corrections

**Unit Title:** Managing personal fitness plans

**Topics:**

- SMART goals
- Continuous progress logs

**Standards:**

**WI.PE.Standard 3:** Participates regularly in physical activity.

- A. Chooses to be physically active.
- B. Sets goals for a physically active lifestyle.

**WI.PE.Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

- A. Assesses and manages personal health behaviors.

**Learning Targets:**

1. I can monitor and adjust a personal fitness program to meet needs and goals.
2. I can achieve personal fitness goals after a period of training.

**Digital Tools and Supplementary Resources:**

Heart Rate monitors

**Unit Title:** Program Design

**Topics:**

- FITT principle
- 5 components of fitness
- Skill components
- Cycles

**Standards:**

**WI.PE.Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- A. Demonstrates cognitive understanding.
- B. Applies and analyzes scientific principles of physical activity

**WI.PE.Standard 3:** Participates regularly in physical activity.

- A. Chooses to be physically active.
- B. Sets goals for a physically active lifestyle.

**WI.PE.Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

- A. Assesses and manages personal health behaviors.

**WI.PE.Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- A. Values physical activity as part of a healthy lifestyle.

**CCSS.Literacy.W.11-12.10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Learning Targets:**

1. I can monitor and adjust a personal fitness program to meet needs and goals.
2. I can achieve personal fitness goals after a period of training.
3. I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.