Oroville Union High School District
Course Description

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|---|---|
| Course Title: | Firming & Toning |
| Aeries Course #: | 552A |
| CBEDS #: | 2513 |
| Course Length: | One Year |
| Type of Credit(s): | PE (10 credits) |
| A-G Approved: | No |
| Approval Date: | N/A |
| Integrated (Academic & CTE): | No |
| 2+2 Credit: | No |
| Dual Enrollment: | No |
| District Certification: | No |
| Prerequisite: | Grade of "B" of Better in Prior P.E. Course |
| Includes Hands-on Lab Activities: | No |
| Grade Level(s): | 10-12 |
| Primary Textbook(s): | Fitness for Life, 6th edition, Corbin, LeMasurier and Connell, Human Kinetics, 2014, ISBN # 978-1-4504-0022-0 |
| Supplemental Materials: | None |
| Digital Resources: | None |

Course Overview

This advanced course designed for students to learn about their personal fitness and overall well-being. Students will learn to push physical limits, raise cardiovascular capacity, and improve flexibility. Students will be exposed to a variety of movement activities in order to accomplish these goals.

Please attach a copy of all standards that apply to this course.

Board Approval Date: 12/18/19

# Aerobics Standards

**Standard 1**

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

1.1 Demonstrate advanced knowledge and skills in two or more aerobic activities, selecting one or more from each of the following categories:

| *Category 1* | *Category 2* |
|---|---|
| Aerobic dance | Cross-country skiing |
| Running | Cycling |
| Skating | Rowing |
| Swimming | Triathlon |
| Walking | |

1.2 Identify the characteristics and critical elements of a highly skilled performance in aerobic activities and demonstrate them.

1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.

1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aerobic activities.

1.5 List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.

1.6 Demonstrate independent learning of movement skills in aerobic activities.

**Standard 2**

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

2.1 Identify and achieve a personal level of excellence in physical fitness.

2.2 Engage independently in physical activity that increases aerobic capacity.

2.3 Evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a personal physical activity program.

2.4 Measure health-related physical fitness periodically and adjust physical activity to achieve fitness goals.

2.5 Identify and explain the positive effects of participation in aerobic activity on personal health.

**Standard 3**

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

***Self-Responsibility***

3.1 Engage independently in aerobic activities.

3.2 Develop personal goals to improve performance in aerobic activities.

3.3 Compare and contrast the effective leadership skills used in aerobic activities and those used in other physical activities.

3.4 Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.

3.5 Evaluate the risks and safety factors that may affect participation in aerobic activities throughout a lifetime.

***Social Interaction***

3.6 Invite others to join in aerobic activity.

3.7 Explain how to select and modify aerobic activities to allow for participation by younger children, the elderly, and individuals with special needs.

3.8 Analyze the role of social interaction in the successful participation in and enjoyment of aerobic activities.

***Group Dynamics***

3.9 Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities.

3.10 Analyze the role that cooperation and leadership play in aerobic activities.

3.11 Engage in aerobic activities both in school and outside school.

# Advanced Aerobics Standards

**Standard 1**

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

1.1 Demonstrate expertise in two or more of the following aerobic activities, preferably one from each category:

| *Category 1* | *Category 2* |
|---|---|
| Aerobic dance | Cross-country skiing |
| Running | Cycling |
| Skating | Rowing |
| Swimming | Triathlon |
| Walking | |

1.2 Analyze and evaluate the interrelationship of the principles of biomechanics and the use of strategies in high-level performance.

1.3 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance.

1.4 Practice aerobic activities in real-world settings.

**Standard 2**

**Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

2.1 Identify and achieve levels of personal excellence in health-related physical fitness.

2.2 Adjust personal fitness goals on the basis of fitness assessment measures to improve performance in aerobic activities.

2.3 Design a personal physical fitness program in preparation for the demands of a competitive aerobic activity.

**Standard 3**

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

***Self-Responsibility***

3.1 Demonstrate a physically active lifestyle that provides for enjoyment and challenge through aerobic activity.

3.2 Identify the qualities of aerobic activity that enhance personal enjoyment.

3.3 Evaluate changes in self-responsibility as skill levels in aerobic activities improve.

3.4 Set personal goals for improved performance and enjoyment of aerobic activities.

***Group Dynamics***

3.5 Perform and evaluate planned and spontaneous leadership assignments and roles in high-level aerobic activities.

# Weight Training & Fitness Standards

**Standard 1**

**Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

1.1 Explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting techniques.

1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.

1.3 Demonstrate proper spotting techniques for all lifts and exercises that require spotting.

1.4 Observe and analyze the techniques of another person (or oneself through video) performing a plyometric exercise and write an analysis of the performance.

1.5 Measure and assess multiple performances of another person in the following areas: balance, reaction time, agility, coordination, power, and speed.

1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.

1.7 List the safety equipment required for participation in weight training; describe and demonstrate the use of such equipment.

1.8 Demonstrate independent learning of movement skills in weight training.

**Standard 2**

**Students 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, using 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 Assess multiple performances of another person in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.

2.4 Explain how the principles of biomechanics, muscle development, gender, age, training experience, training technique, and specificity affect performance related to strength training.

2.5 Demonstrate and explain the techniques and concepts of three types of weight-training programs.

2.6 Demonstrate and explain the concepts of two different conditioning programs.

2.7 Develop and use a personal physical fitness log to record all workout data on a daily basis.

2.8 Meet increasingly higher levels of speed, strength, power, and endurance.

2.9 Meet physical fitness standards that exceed those of scientifically based health-related fitness assessments.

**Standard 3**

**Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the 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 describe the role that perception 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 the 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 younger children, the elderly, and individuals with special needs.

3.8 Analyze the role of social interaction in the successful participation in and enjoyment of weight-training and fitness activities.

***Group Dynamics***

3.9 Assist others in the achievement of their fitness goals.