Ultimate Strength and Conditioning Curricular Document

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Course Information

Ultimate Strength and Conditioning

CURRICULUM/CONTENT AREA	COURSE LENGTH
Physical Education	1 term
GRADE LEVEL	**DATE LAST REVIEWED**
10-12	2016 Program Evaluation
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
PE 9, repeatable for credit	04/2024

Desired Results

COURSE DESCRIPTION

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.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1. Proficient movement skills provide competency in all physical activities. 2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness. 3. Being active throughout life promotes a healthy lifestyle, and	• What different ways can the body move given a specific purpose? • How does technique impact performance? • Why is a safe environment important? • How can we move effectively and efficiently? • What can we do to be physically active and why is this important?

participating in a wide range of physical activities promotes personal health and wellness. 4. Demonstrating responsible and respectful behavior promotes positive personal and social success. 5. Everyone benefits from collaboratively working towards improved health and wellness 6. Physical activity promotes social, emotional, and physical well being of self and the community.	• Why is it important to be physically fit and how can we stay fit? • How do we interact with others during physical activity? • How will physical activity help us now and in the future?

Physical Education Standards by Unit	Unit 1	Unit 2	Unit 3	Unit 4
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.				
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		x	x	x
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	x	x	x	x
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	x	x	x	x
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	x	x	x	x

Unit 1: Safety and Procedures

The rules and information identified have been established for this activity in order to protect the student and others from injury and/or illness. Participants and their parents should recognize that conditioning, nutrition, proper techniques, safety procedures, and well-fitting equipment are important aspects of this training program. Each participant is expected to follow the directions/standards of the coach and must understand that failure to follow such directions or adhere to standards may place the participant at risk.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ How does technique impact performance?
- ➔ Why is a safe environment important?
- ➔ How can we move effectively and efficiently?
- ➔ What can we do to be physically active and why is this important?
- ➔ How do we interact with others during physical activity?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	**PE.S3.H5 Physical Activity Planning** **PE.S3.H6 Fitness Knowledge**	• PE.S3.H5.L1 Explore local community for physical activity opportunities. • PE.S3.H6.L1 Demonstrate appropriate technique of functional fitness, using body weight exercises, resistance-training, and free weights.	• PE.S3.H5.L2 Evaluate activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements. • PE.S3.H6.L2 Compare and contrast advantages and disadvantages of functional fitness, using body weight exercises, resistance-training, and free weights.	• PE.S3.H5.L3 Create a plan for activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements. • PE.S3.H6.L3 Design and implement a strength and conditioning program that develops balance between opposing muscle groups (agonist/antagonist) and supports a healthy,

				active lifestyle.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	**PE.S4.H1 Safety**	• PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise, dance, and outdoor activities.	• PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.	• PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22) B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	**PE.S5.H2 Self-awareness Self-management: Challenge and Growth Mindset**	•	• PE.S5.H2.L2 Recognize barriers to succeeding and identify supports to help overcome the barriers.(WSELC 11)	• PE.S5.H2.L3 Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11)

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Analyzing the Text Safety Procedures
- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ Explain the benefits of participation in a variety of activities in competitive and recreational settings.
- ➔ 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.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 2: Technique and Skill Refinement

*Skill acquisition is the foundation of sports science that all practitioners, coaches, and clinicians should understand.. Simply **refinement follows repetition in the development of the athlete** and refinement is based on mastery of the repetitions.*

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ What different ways can the body move given a specific purpose?
- ➔ How does technique impact performance?
- ➔ Why is a safe environment important?
- ➔ How can we move effectively and efficiently?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	**PE.S1.E1 Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip** **PE.S1.E2 Locomotor: Jumping and Landing (horizontal and vertical planes)**	PE.S1.E1.5 **(5th grade standard)** A. Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance. B. Combine locomotor and Manipulative skills in a variety of small-sided practice tasks, and games including those from other Cultures. PE.S1.E2.5 Combine jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, small-sided practice tasks, and games including those from other cultures.	•	•

	PE.S1.E6 **Non-Locomotor (stability): Balance**	PE.S1.E6.K **(1st grade standard)** A. Maintain momentary stillness on different bases of support. B. Form wide,narrow, curled,and twisted body shapes.		
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	**PE.S2.H1 Movement Concepts, Principles, and Knowledge**	• PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill.	• PE.S2.H1.L2 Describe the speed vs. accuracy trade-off in physical activities with or without throwing and striking skills.	• PE.S2.H1.L3 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	**PE.S3.H8 Fitness Knowledge**	• PE.S3.H8.L1 Identify the structure of skeletal muscles and fiber types as they relate to muscle development.	• PE.S3.H8.L2 Analyze types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength,endurance, range of motion).	• PE.S3.H8.L3 Design a fitness workout focusing on strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for a specific area of personal fitness development (e.g., strength, endurance, range of motion).
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	**PE.S4.H1 Safety**	• PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical	• PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.	• PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22)

		activities, exercise, dance, and outdoor activities.		B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	**PE.S5.H2 Self-awareness Self-management: Challenge and Growth Mindset**	•	• PE.S5.H2.L2 Recognize barriers to succeeding and identify supports to help overcome the barriers.(WSELC 11)	• PE.S5.H2.L3 Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11)

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Participation Rubric
- ➔ Build Your Own Program/Create
- ➔ Peer Skill Video
- ➔ Demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities.
- ➔ Self assess my performance and make appropriate corrections
- ➔ Apply the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.
- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ Achieve personal fitness goals after a period of training
- ➔ 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.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*

- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 3: Managing Personal Fitness Plans

Students will make a fitness plan involving a 4 day fitness plan that targets lower upper and core workouts. Incorporates cardiovascular training using the FITT component.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ What different ways can the body move given a specific purpose?
- ➔ How does technique impact performance?
- ➔ Why is a safe environment important?
- ➔ How can we move effectively and efficiently?
- ➔ What can we do to be physically active and why is this important?
- ➔ Why is it important to be physically fit and how can we stay fit?
- ➔ How do we interact with others during physical activity?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	**PE.S2.H1 Movement Concepts, Principles, and Knowledge**	• PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill.	• PE.S2.H1.L2 Describe the speed vs. accuracy trade-off in physical activities with or without throwing and striking skills.	• PE.S2.H1.L3 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	**PE.S3.H10 Assessment and Program Planning** **PE.S3.H11**	• PE.S3.H10.L1 Analyze current personal and social well-being to create a plan to enhance or maintain at least two health-enhancing Concepts. • PE.S3.H11.L1 Identify the components of skill-related	• PE.S3.H10.L2 Refine and apply a personal and social well-being plan to enhance or maintain at least three health-enhancing concepts. • PE.S3.H11.L2 Analyze the components of skill-related fitness and health-related	• PE.S3.H10.L3 Develop and maintain a comprehensive wellness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of

	Assessment and Program Planning	fitness and health-related fitness in relation to life and career goals.	fitness inrelation to life and career goals, and employ fitness principles (SPORT, FITT,HIIT, and SAID) to design an appropriate fitness program for those goals.	activities being done to reach goals,timeline for improvement, journaling). • PE.S3.H11.L3 Apply fitness principles (SPORT, FIT,HIIT, and SAID) in designing a fitness program, including all components of skill-related fitness and health-related fitness, for a college student or an employee in the learner's chosen field of work.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	**PE.S4.H1 Safety**	• PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise, dance, and outdoor activities.	• PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.	• PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22) B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	**PE.S5.H2 Self-awareness Self-management: Challenge and Growth Mindset**	•	• PE.S5.H2.L2 Recognize barriers to succeeding and identify supports to help overcome the barriers.(WSELC 11)	• PE.S5.H2.L3 Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11)

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Monitor and adjust a personal fitness program to meet needs and goals.
- ➔ Achieve personal fitness goals after a period of training.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
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☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 4: Program Design

Program design consists of the steps a programmer should do before they start coding the program in a specific language. These steps when properly documented will make the completed program easier for other programmers to maintain in the future.

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ What different ways can the body move given a specific purpose?
- ➔ How does technique impact performance?
- ➔ Why is a safe environment important?
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- ➔ What can we do to be physically active and why is this important?
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Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• PE.S3.H10.L1 Analyze current personal and social well-being to create a plan to enhance or maintain at least two health-enhancing Concepts. • PE.S3.H11.L1 Identify the components of skill-related fitness and health-related	• PE.S3.H10.L2 Refine and apply a personal and social well-being plan to enhance or maintain at least three health-enhancing concepts. • PE.S3.H11.L2 Analyze the components of skill-related fitness and health-related fitness in relation to life and	• PE.S3.H10.L3 Develop and maintain a comprehensive wellness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to

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☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other: