

BONDUEL PHYSICAL EDUCATION

ADVANCED STRENGTH AND CONDITIONING

Grade: 11, 12

Credits: ½

Prerequisite: Completion of PE 9 & Intro to Strength and Conditioning

***Students will be expected to dress, participate and work independently daily while respecting classroom guidelines. Failure to do so may result in the student being removed from the class**

Course Description:

This advanced strength and conditioning course will allow students to take their fitness to a whole new level. Students may participate in a variety of activities, such as weight training machines, free weights, bands, balls, and plyometrics. Students will analyze their health and fitness needs, and design a personal fitness program to meet their goals. Students will also examine ways to incorporate stress management and better nutrition into their wellness plan. Students may also learn how to instruct group exercise classes. Students will ultimately demonstrate the importance of living a healthy lifestyle.

Course Objective:

Students will be able to:

- Demonstrate proficiency in basic lifting techniques and competence in advanced lifting techniques
- Demonstrate proficiency of fitness center procedures and safety strategies
- Log daily workouts
- Show evidence of personal improvement
- Develop and implement strength/conditioning programs that incorporate the 5 components of physical fitness
- Develop an advanced understanding of a variety of fitness modalities

Wisconsin State Standards

A.12.1 Participate regularly in health-enhancing fitness activities such as games, sports, dance, outdoor pursuits, and other physical activities that contribute to the maintenance of wellness, independent of class requirements

A.12.2 Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span

A.12.3 Maintain and improve physical fitness, motor skills and knowledge about physical activity through charting or journalizing improvement over time

A.12.5 Design and implement a personal fitness program

B.12.2 Demonstrate competence and work toward advanced proficiency in selected activities such as participating in a tennis match using all the basic skills, rules and strategies with some consistency; passing the Red Cross intermediate swimming requirement; getting nine out of ten arrows in the target from 40 feet; using advanced offensive and defensive shots in a racquetball game against an opponent

of similar skill

C.12.1 Know and understand pertinent, scientifically-based information regarding movement performance such as the overload principle

C.12.2 Independently apply advanced, movement-specific information

C.12.3 Integrate discipline-specific knowledge to enable the independent learning of movement skills such as designing a long-term plan for self-improvement in a movement activity and explaining the relationship of physical, emotional and cognitive factors that influence the rate of movement

C.12.4 Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance

D.12.1 Derive pleasure from participating in physical activities in competitive and recreational settings

D.12.2 Pursue new activities both alone and with others

D.12.3 Recognize the strengths and weaknesses of teammates and provide opportunities for everyone to enjoy success within skill limitations

E.12.1 Monitor exercise and other behaviors related to health-related fitness

E.12.2 Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle

E.12.3 Assess personal health-related fitness status

E.12.4 Continue meeting health-related fitness standards

E.12.5 Use the results of fitness assessments to guide changes in personal program of physical activity

F.12.1 Apply rules, procedures, and etiquette in all physical-activity settings

F.12.2 Act independently of peer pressure

F.12.3 Defuse potential conflicts by communicating with other participants

F.12.5 Take appropriate leadership or supportive roles in activities

F.12.6 Create a safe environment for their own skill practice and group activities

F.12.7 Set personal goals for activity and work toward their achievement

G.12.2 Invite students of both genders and various ethnic backgrounds and those with exceptional needs to join in personally enjoyable physical activities

G.12.4 Develop strategies for including persons of diverse backgrounds and abilities in physical activities

G.12.5 Recognize how participation in physical activity influences appreciation for people of both genders, varying cultures and ethnic groups, and those with various levels of physical ability or disability