

COMMUNITY UNIT SCHOOL DISTRICT 200

Fitness and Nutrition

High School – Grade: 12

Intermediate Level – Multiple Semesters

Elective

- 1. Subject Expectation (State Goal 19)** **The student will acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

Essential Learning 1 (Learning Standard A)	Demonstrate physical competency skills in individual and team sports, creative movement, leisure and work-related activities
---	---

- Critical Content 19.A.5 a. demonstrate knowledge and skills in analyzing differences and benefits of various nutritional plans (i.e., Atkins, South Beach, Protein supplements, low carb vs. high carb, vegetarian, fluid replacements, etc.)
- demonstrate nutritional planning skills through identification of food choices, their corresponding nutritional value to the human body, caloric value, and exercise expenditures necessary to “zero value” at the end of a day/week/month/lifetime
 - demonstrate culinary skills in the preparation of various meals associated with a benefit in nutritious value as compared to unhealthy forms of food preparation
 - demonstrate proper exercise skills associated to the maintenance of functional, lifetime muscle/skeletal and cardiovascular health and the necessary nutrient replacement/enhancement associated with corresponding exercise training sessions
 - analyze and maintain a nutritional log of personal nutritional food choices and their corresponding nutritional values/benefits; identifying strengths and weaknesses and steps to modify nutritional choices

Essential Learning 2 (Learning Standard B)	Analyze various movement concepts and applications
---	---

- Critical Content 19.B.5 a. apply the principles of efficient movement to evaluate personal performance
- fitness training - the ability to understand and apply correct bio-mechanical training methods and techniques necessary to achieve lifetime fitness using fitness equipment
 - identify and calculate the expenditure values of various exercise

modalities of training for personal weight management benefits in reference to a specific period of time (i.e., jogging on tracks, treadmills, elliptical, weight training, walking, and sports specific activities)

Essential Learning 3 (Learning Standard C)	Apply the knowledge of rules, safety and strategies during physical activities
---	---

- Critical Content 19.C.5a
- a. select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities
 - select and apply proper safety and strategies for fitness training
 - learn correct spotting on free weight lifting techniques
 - use a progressive training periodization in weight training
 - apply a personal pace to long distance cardiovascular running
 - use a heart rate monitor or the RPE scale in monitoring one’s heart rate during aerobic conditioning
 - establish progression in exercise workouts by using current fitness assessment data.
 - use correct bio-mechanical position and methods in exercise training sessions
 - b. identify the proper and safe balance of daily recommended allowances intake for the six basic nutrients

2. Subject Expectation (State Goal 20) The student will achieve and maintain a health enhancing level of physical fitness based upon continual self-assessment.

Essential Learning 1 (Learning Standard A)	Know and apply the principles and components of health-related fitness
---	---

- Critical Content 20.A.5
- a. implement an individualized health-related fitness plan which includes the principles of training
 - design and implement an individualized health-related fitness plan; including the components of health-related fitness, associated health benefits and corresponding principles of training
 - flexibility training
 - muscle fitness training
 - cardiovascular endurance training
 - weight management strategies
 - lifestyle modifications necessary to change and/or maintain health status and wellness behaviors

Essential Learning 2 (Learning Standard B)	Assess individual fitness levels
---	---

- Critical Content 20.B.5a
- a. collect and interpret health-related fitness data over a period of time, with and without the use of technology

- prepare an individual health-related fitness profile based on wellness assessment protocols obtained through TriFIT Wellness Technologies including:
 - body composition analysis
 - anthropometric measurements
 - strength/endurance muscle assessments
 - flexibility assessment
 - blood pressure screening
 - cardiovascular assessment
 - heredity profile
 - cholesterol screening
 - health risk appraisals
- * • assess and evaluate health-related fitness data over a period of time by comparison of a pre/post analysis, such as:
 - comparison of cardiovascular max VO2 fitness category between a pre/post test in the 12 min. run; 12 min. bike test; or other CV testing protocol
 - comparison of resting, active and recovery heart rates using a Polar Heart Rate Monitor over a training period
- 20.B.5b b. evaluate the effects of fitness choices and heredity on wellness
 - * • analyze a student’s heredity risks, health appraisals, Medical PAR-Q, and other TriFIT wellness screenings
 - analyze the various heredity factors identified in TriFIT wellness screenings
 - analyze the results of health appraisals identified in the student’s TriFIT report and establish modifications

Essential Learning 3 (Learning Standard C)	Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan
---	--

- | | | |
|------------------|---------|---|
| Critical Content | 20.C.5a | a. set realistic, long-term, health-related fitness goals based on an individual profile <ul style="list-style-type: none"> • identify personal stress agents and inhibitors involved with initiating and maintaining a fitness plan • identify personal motivational strategies, benchmarks, and behaviors necessary to modify the student’s plan |
| | | * • interpret the results of physical fitness assessments, utilizing the information to develop individual fitness long term goals specifically in the areas of cardiovascular health, muscle fitness improvement, and weight management strategies, such as: <ul style="list-style-type: none"> – cardiovascular fitness improvement to show increase in F.I.T. training design so as to move a student into at least the “good” fitness category – muscle fitness improvement to show an increase in the F.I.T. training principles so as to move a student’s result into at least the “good” fitness category – weight management strategies will demonstrate a plan to improve body composition fitness level, blood pressure screening results, lower any high-cholesterol levels, increase quality and quantity of exercise sessions |
| | 20.C.5b | b. understand how aging, illness and injury affect physical activity <ul style="list-style-type: none"> * • understand and identify the effects of chronic diseases, illnesses |

and injuries that effect physical health, such as:

- sedentary lifestyle & poor nutrition leads to obesity and diabetes
 - lack of weight bearing exercise leads to osteoporosis and injuries
 - lack of aerobic exercise leads to cardiovascular disease, high blood pressure and high cholesterol levels
 - poor muscle/skeletal health leads to work related injuries/function
- identify and demonstrate the moderation of physical activity as a person ages, such as:
 - adapt a cardiovascular exercise program using the F.I.T. principles for a 42 year old individual
 - analyze, plan and implement a continual fitness plan during your growth changes in high school age (9-12)
- 20.C.5c c. use profile data to monitor an individual wellness/fitness plan
- utilize the profile data and assessments in monitoring an individual wellness plan with TriFIT technologies, nutritional programs, strength training programs and health risk appraisal surveys