

COMMUNITY UNIT SCHOOL DISTRICT 200

Group Exercise

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 and personal fitness improvement in core-body fitness, cardio respiratory fitness, flexibility fitness, muscle fitness, body shaping and individual creative movement enhancement through various forms of group exercise training
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- Critical Content 19.A.5 a. demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement and work-related activities:
- demonstrate knowledge and skills of current forms of health-club group exercise workouts such as:
 - core body workouts
 - muscle fitness workouts
 - Pilates workouts
 - cardio workouts, with use of equipment such as:
 - * body bars,
 - * dyna-bands
 - * BOSU balls
 - * Pilate rings
 - * Spri-training bands
 - * Swiss Balls
 - * medicine balls
 - * step- aerobics
 - * cardio-kick boxing
 - * yoga
 - * spinning
 - * elliptical
 - * Tai-chi training modalities
 - able to demonstrate skills for core body strength training
 - able to demonstrate skills for muscle strength/endurance training
 - able to demonstrate the knowledge/skills of “FIT” concepts in applicable workouts in target heart rate training

- able to demonstrate skills to maintain a healthy body composition and weight management
- 19.B.5 b. 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

Essential Learning 3 (Learning Standard C)	Apply the knowledge of rules, safety and strategies during physical activities
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| Critical Content | 19.C.5a | <p>a. choose and modify the necessary components which enhance a personal level of physical fitness</p> <ul style="list-style-type: none"> • select and understand proper equipment choice and usage • workouts adaptations during exercise sessions • individual talents and strengths to maximizing participation |
| | 19.C.5b | <p>b. analyze and apply personal fitness strategies for selected group fitness workouts</p> <ul style="list-style-type: none"> • select and apply proper safety and strategies for fitness training <ul style="list-style-type: none"> – 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 |

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
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| Critical Content | 20.A.5 | <p>a. implement and individualized health-related fitness plan which includes the principles of training</p> <ul style="list-style-type: none"> • design and implement an individualized health-related fitness plan; including the components of health-related fitness, associated health benefits and corresponding principles of training <ul style="list-style-type: none"> – flexibility training – muscle fitness training – cardiovascular endurance training – weight management strategies – lifestyle modifications necessary to change and/or maintain health status and wellness behaviors |
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**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
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- assess and evaluate health-related fitness data over a period of time by comparison of a pre/post analysis, such as:
 - comparison of resting, active and recovery heart rates using a Polar Heart Rate Monitor over a training period
 - comparison of cardiovascular max VO₂ fitness levels between a pre/post test assessment of a fitness gram testing protocol

**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 during group exercise participation
- identify personal stress agents and inhibitors involved with initiating and maintaining a group fitness exercise plan
 - identify personal motivational strategies, benchmarks, and behaviors necessary to modify the student’s plan.
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- 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:
 - 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