

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Junior Physical Education: Designing a Fitness Plan (DFP) High School – Grade 11 Intermediate Level - One Semester

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

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate physical competency skills in individual and team sports, creative movement, leisure and work-related activities</b>
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- Critical Content      19.A.5      a. demonstrate knowledge and skills in a self-selected creative movement, leisure and work related 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

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Analyze various movement concepts and applications</b>
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- Critical Content      19.B.5      a. apply the principles of efficient movement to evaluate personal fitness performance
- fitness training - the ability to understand and apply correct bio-mechanical training methods and techniques necessary to achieve lifetime fitness (with and without fitness equipment)

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Apply the knowledge of rules, safety and strategies during physical activities</b>
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- Critical Content**      19.C.5a      a. select components of workouts which show application of safe practice and effective monitoring of cardio and muscle training physical activities
- choose and modify the necessary components which enhance the participation and competitiveness in fitness improvement

- equipment choice and usage
- training conditions and adaptations
- individual talents and strengths
- rules, etiquette and strategies of successful fitness training
- select and apply proper safety and strategies for fitness training
  - spot each other 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

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

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Interpret and implement the principles and the components of health-related fitness</b>
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| Critical Content | 20.A.5 | a. | implement an individualized health-related fitness plan to include both principles of training and the components of health/wellness <ul style="list-style-type: none"> <li>• flexibility</li> <li>• muscle fitness</li> <li>• cardiovascular endurance</li> <li>• nutrition</li> <li>• weight management</li> </ul> |
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<b>Essential Learning 2 (Learning Standard B)</b>	<b>Evaluate and summarize individual fitness levels</b>
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| 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 <ul style="list-style-type: none"> <li>• prepare an individual health-related fitness <u>profile</u> based on wellness assessment protocols obtained through:             <ul style="list-style-type: none"> <li>- body composition assessment</li> <li>- cardiovascular assessments</li> <li>- anthropometric measurements</li> <li>- strength/endurance muscle fitness assessments</li> <li>- flexibility assessments</li> <li>- blood pressure assessments</li> </ul> </li> </ul> |
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- heredity profile - nutritional diary and feedback
  - cholesterol screening (optional)
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- assess and evaluate health-related fitness data over a period of time with fitness technologies
- 20.B.5b a. evaluate the effects of fitness choices and heredity on wellness
- evaluate the benefits of fitness choices based on heredity risks and their effect on personal wellness

<b>Essential Learning 3 (Learning Standard C)</b>	Design goals based on fitness data and develop, implement and modify an individual fitness improvement plan
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- Critical Content      20.C.5c      a. set realistic, long-term, health-related fitness goals based on an individual profile
- provide a typed written fitness plan including health fitness components, their benefits, and exercise training resources
  - identify personal stress agents and inhibitors involved with initiating and maintaining a fitness plan, along with motivational strategies, rewards and personal behavior modifications
  - understand the effects of chronic diseases, illnesses and injuries that effect physical health
  - demonstrate moderation of physical activity as a person ages
  - utilize the profile data and assessments to monitor an individual wellness plan
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- interpret the results of physical fitness assessments and use the information to develop individual fitness long term goals