

**Crawford Central School District**

**Health & Physical Education**

**Course: Personal Training**

**Grades: 10-12**

**Course Description:** Personal Training is a course designed for the safe and proper use of cardiovascular and weight training equipment to promote lifelong health and well-being.

Students will explore the five components of fitness: cardiovascular endurance, muscular strength, muscular endurance, body composition, and flexibility. Students will focus on creating personal fitness goals using the FITT (Frequency, Intensity, Type, Time) principle.

Successful completion of the course will improve all three components of the health triangle: physical, mental/emotional, and social.

## **Unit 1:** Goal Setting and Creating a Plan

**Time:** 2 weeks

### **Standards (State/National):**

10.2.12.D Examine and apply a decision-making process to the development of short and long-term health goals.

10.3.12.A Assess the personal and legal consequences of unsafe practices in the home, school, or community.

- personal injury

10.3.12.B Analyze and apply strategies for the management of injuries.

- advanced first aid

10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.

### **Big Ideas:**

- Creating short term and long-term goals motivates a person to action.
- Quality sleep allows the body to repair and regenerate for improved health.
- Using exercise equipment requires safety and supervision.
- Technology, such as heart rate monitors and fitness apps track fitness data.

### **Essential Questions:**

- What exercises do I need to reach my goal?
- What is my target heart rate to get the most out of each exercise?
- Is my goal realistic?
- What is cardiovascular exercise?
- What are strength training exercises?
- What fitness apps are available to track my progress?
- How does sleep impact my health?

<p><b>Competency</b></p> <p>Create a personal fitness plan using the FITT (Frequency, Intensity, Type and Time) principle to follow over 18 weeks to increase cardiovascular endurance and muscular strength.</p> <p>Understand use of exercise equipment to promote proper body mechanics and prevent injury.</p> <p>Know how technology can be used to track and improve fitness levels.</p> <p>Determine VO2 max and how to reach target heart rate for greatest benefit of exercise.</p> <p>Analyze sleep to determine impact on daily life and overall health.</p>	<p><b>Skills/Vocabulary</b></p> <p><u><b>Skills</b></u></p> <p>FITT Plan – Determine my personal fitness goal, evaluate base fitness level, select appropriate exercises to achieve goals.</p> <p>Weight Room Safety – Review of all equipment in cardio/weight room. Discuss proper technique and the importance of correct form.</p> <p>Heart Rate Monitors &amp; Fitness Apps – Use heart rate monitor to track heart rate for most benefits from cardio exercise. Document time, type and intensity of exercise in fitness app to compile data for evaluation and adjustment of fitness plan</p> <p>Track sleep over a week. Review data to determine need for improvement to increase health and well-being.</p> <p><u><b>Vocabulary</b></u></p> <p>Frequency</p> <p>Intensity</p> <p>Cardiovascular</p> <p>Muscular</p> <p>Endurance</p> <p>Measurable</p> <p>Goal</p> <p>REM</p>	<p><b>Strategy</b></p> <p>Class discussion</p> <p>Modeling</p> <p>Active Participation</p> <p>Guided Practice</p>	<p><b>Resources</b></p> <p>Websites</p> <p>Videos</p> <p>Documents</p>
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## **Unit 2** – Anatomy, Nutrition, Body Composition

**Time** – Discussed throughout the semester

### **Standards**

10.1.12.B Evaluate factors that impact the body systems and apply protective/ preventive strategies.

- health status (e.g., physical, mental, social)
- nutrition
- fitness level
- environment

10.1.12.C Analyze factors that impact nutritional choices of adults.

- nutritional knowledge
- changes in nutritional requirements (e.g., age, physical activity level)

### **Big Ideas:**

- Knowledge of major muscle(s) locations and functions gives meaning to movement
- Eating habits have a direct impact on overall health
- Understanding body composition gives direction to a fitness plan

### **Essential Questions:**

- How do muscles contract?
- What makes a muscle get stronger and larger?
- What are calories?
- What are nutrient dense foods?
- What is a healthy body composition?
- How does exercise impact body composition?

<b><u>Competency</u></b>	<b><u>Skills/Vocabulary</u></b>	<b><u>Strategy</u></b>	<b><u>Resources</u></b>
<p>Students will learn the location, names, and functions of major muscle groups</p> <p>Identify / apply specific exercises to increase muscle strength</p> <p>Identify / apply specific exercises to increase muscle endurance</p> <p>Students will gain knowledge and understanding of the importance of flexibility</p> <p>Knowledge and understanding of six basic nutrients</p> <p>Understand how eating habits impact health and personal fitness goals</p> <p>Students will learn how to calculate body composition to determine lean tissue versus fat tissue to evaluate personal fitness goals</p> <p>Importance of Body Composition</p>	<p>Learning a variety of different exercise movements to train all the main muscle groups.</p> <p>Understand proper form and technique when lifting weights.</p> <p>Proper spotting and safety measures with partner lifting.</p> <p>Utilize a percentage of max lifting weight chart to calculate a potential one rep maximum.</p> <p>Improve flexibility with static active stretching, static passive stretching, static active stretching, ballistic stretching, dynamic stretching,</p> <p><b><u>Vocabulary</u></b></p> <p>Static passive stretching</p> <p>Static active stretching</p> <p>Dynamic stretching</p> <p>Flexibility</p> <p>Ectomorph</p> <p>Mesomorph</p> <p>Endomorph</p> <p>Nutrient</p> <p>Calorie</p>	<p>Class discussion</p> <p>Modeling</p> <p>Demonstration</p> <p>Active participation</p> <p>Guided Practice</p> <p>Videos</p>	<p>Websites</p> <p>Videos</p> <p>Instructor Books</p> <p>Documents</p>

	Carbohydrate Fat Protein		
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### **Unit Title 3** – Personal Fitness Plan

**Time** – 7 weeks- End of Fall Semester/ Beginning of Spring Semester

#### **Standards:**

10.4.12.A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.

10.4.12.B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. • social • physiological • psychological

10.4.12.C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity. • aging • injury • disease

#### **Big Ideas:**

- Five health-related fitness components should be addressed
- Anaerobic activities improve body composition
- Safe weight training strengthens bones and joints
- Consistent exercise prevents chronic disease

#### **Essential Questions**

- What are the five health related fitness components?
- What are the principles of overload and training?
- How often should you do aerobic or anaerobic activities?
- Why do we exercise antagonist and protagonist muscle groups?

<b><u>Competency</u></b>	<b><u>Skills/Vocabulary</u></b>	<b><u>Strategy</u></b>	<b><u>Resources</u></b>
<p>Learn each of the five health related fitness principles (muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, and body composition)</p> <p>Understand the difference between aerobic and anaerobic exercise.</p> <p>Learn all the main muscle groups of the human body and which muscles are protagonist and antagonist to each other.</p> <p>Understand eccentric, concentric, and isometric movement.</p> <p>Design and create a personal training plan.</p> <p>Understand proper recovery and injury prevention.</p>	<p><b><u>Skills</u></b></p> <p>Learning a variety of different exercise movements to train all the main muscle groups.</p> <p>Understand proper form and technique when lifting weights.</p> <p>Proper spotting and safety measures with partner lifting.</p> <p>Utilize a percentage of max lifting weight chart to calculate a potential one rep maximum.</p> <p><b><u>Vocabulary</u></b></p> <p>Caloric deficit</p> <p>Anaerobic</p> <p>Concentric</p> <p>Eccentric</p> <p>Isometric</p> <p>Caloric content</p> <p>Overload</p> <p>Super Set</p> <p>Protein</p> <p>Carbohydrates</p> <p>Fats</p> <p>Lactic Acid</p>	<p>Class discussion</p> <p>Modeling</p> <p>Demonstration</p> <p>Active participation</p> <p>Guided Practice</p>	<p>Websites</p> <p>Videos</p> <p>Instructor Books</p> <p>Documents</p>



## **Unit 4** – Continuation of Personal Fitness

**Time** – 8 weeks

### **Standards**

10.1.12 A – Evaluate factors that impact growth and development during adulthood and late childhood.

S5.H4.L1 – Identifies the opportunity for social support in a self-selected physical activity or dance.

### **Big Ideas:**

- Review and analysis of progress of fitness plan will guide the redesign of goals.
- Continue to follow the personal fitness plan that has been adjusted to achieve the goal.
- Following the personal fitness plan will yield measurable results that lead toward success of goals.
- Exercising in the target heart rate zone results in maximum benefits from a workout.
- All components of health are interrelated.

### **Essential Questions:**

- Did I adjust my fitness plan correctly to continue seeing health gains?
- Am I utilizing the target heart rate zone?
- Can I see/feel increased benefits to my physical, mental/emotional, and social health?

<b>Competency</b>	<b>Skills/Vocabulary</b>	<b>Strategies</b>	<b>Resources</b>
<b>Assess</b> fitness plan data recorded over the past 7 weeks.  <b>Demonstrate</b> proper form and technique while using exercise equipment  <b>Document</b> daily workout regimen –	<u>Skills</u> Utilize data from apps and written documentation of F.I.T.T. plan to determine the need for changes to the plan for continued progress towards reaching fitness goals.  Demonstrate improved kinesthetic awareness through better body position when in motion	Class discussion Modeling Demonstration Active participation	Websites Videos Instructor Books Documents

Frequency/Time/Type/Intensity	<p>Document each exercise, reps, sets, weight and/or time for progress monitoring</p> <p><u>Vocabulary</u>  Progression  Analysis  Kinesthetic Awareness  Assess</p>		
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## **Unit 5** – Fitness Plan Evaluation

**Time** – 1 Weeks

### **Standards:**

10.5.12.D Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use

10.5.12.E Evaluate movement forms for appropriate application of scientific and biomechanical principles.

- efficiency of movement
- mechanical advantage
- kinetic energy
- potential energy
- inertia
- safety

### **Big Ideas:**

- Reflection and evaluation are crucial to data analysis
- Comparing beginning and ending values shows objective results
- Thoughtful review of data leads to enhanced progression of training program

### **Essential Questions:**

- What does the data show?
- Were my desired goals met?
- If goal(s) were not met, what does the data point to as the reason for lack of success?
- If goal(s) were met, what does the data point to as the reason for success?
- Does data support continuation of program or redesign of goals and objectives?

<b>Competency</b>	<b>Skills/Vocabulary</b>	<b>Strategy</b>	<b>Resources</b>
<p>Organize collected data into tables/charts</p> <p>Summarize explanation of data</p> <p>Create a presentation of F.I.T.T. plan results and data</p>	<p><b>Skills</b></p> <p>Utilize collected data to create graphs and charts correlating activity with progression, regression, or stasis of desired goals.</p> <p>Analyze data for reasons as to why the program resulted in success or lack of success.</p> <p>Present materials in powerpoint in a clear and concise manner that others can easily decipher and interpret.</p> <p><b>Vocabulary</b></p> <p>Chart</p> <p>Graph</p> <p>Data</p> <p>Progression</p> <p>Regression</p> <p>Stasis</p> <p>Analyze</p> <p>Concise</p> <p>Decipher</p> <p>Interpret</p>	<p>Class discussion</p> <p>Modeling</p> <p>Active participation</p> <p>Powerpoint Creation</p>	<p>Websites</p> <p>Videos</p> <p>Documents</p>