



HIGH SCHOOL COURSE 3F
Weight Training and Fitness



High School Courses 1 and 2 are designed to be completed before a student enrolls in High School Course 3F.

STANDARD 1: STUDENTS DEMONSTRATE KNOWLEDGE OF AND COMPETENCY IN MOTOR SKILLS, MOVEMENT PATTERNS, AND STRATEGIES NEEDED TO PERFORM A VARIETY OF PHYSICAL ACTIVITIES.

- 1.1 Explain the principles of biomechanics of first-, second-, and third-class levers and apply those principles to a variety of lifting techniques.
- 1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.
- 1.3 Demonstrate proper spotting techniques for all lifts and exercises that require spotting.
- 1.4 Observe and analyze the techniques of another person (or oneself through video) performing a plyometric exercise and write an analysis of the performance.
- 1.5 Measure and assess multiple performances of another person in the following areas: balance, reaction time, agility, coordination, power, and speed.
- 1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.
- 1.7 List the safety equipment required for participation in weight training; describe and demonstrate the use of such equipment.
- 1.8 Demonstrate independent learning of movement skills in weight training.

STANDARD 2: STUDENTS ACHIEVE A LEVEL OF PHYSICAL FITNESS FOR HEALTH AND PERFORMANCE WHILE DEMONSTRATING KNOWLEDGE OF FITNESS CONCEPTS, PRINCIPLES, AND STRATEGIES.

- 2.1 Establish a set of personal physical fitness goals, using the principles of training, and create a strength-training and conditioning program.
- 2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.
- 2.3 Assess multiple performances of another person in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.

- 2.4 Explain how the principles of biomechanics, muscle development, gender, age, training experience, training technique, and specificity affect performance related to strength training.
- 2.5 Demonstrate and explain the techniques concepts of three types of weight-training programs.
- 2.6 Demonstrate and explain the concepts of two different conditioning programs.
- 2.7 Develop and use a personal physical fitness log to record all workout data on a daily basis.
- 2.8 Meet increasingly higher levels of speed, strength, power, and endurance.
- 2.9 Meet physical fitness standards that exceed those of scientifically based health-related fitness assessments.

STANDARD 3: STUDENTS DEMONSTRATE KNOWLEDGE OF PSYCHOLOGICAL AND SOCIOLOGICAL CONCEPTS, PRINCIPLES, AND STRATEGIES THAT APPLY TO THE LEARNING AND PERFORMANCE OF PHYSICAL ACTIVITY.

Self Responsibility

- 3.1 Display safe and responsible behavior while training.
- 3.2 Describe the role of motivation in physical activity.
- 3.3 Describe how the perception of effort and quality is a personal assessment and describe the role that perception plays in achieving fitness goals.
- 3.4 Develop personal goals to improve performance in weight training and fitness.
- 3.5 Identify and analyze weight-training and fitness activities that enhance personal enjoyment.
- 3.6 Evaluate the risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.

Social Interaction

- 3.7 Explain how to select and modify weight-training and fitness activities to allow for participation by younger children, the elderly, and individuals with special needs.
- 3.8 Analyze the role of social interaction in the successful participation in and enjoyment of weight-training activities.

Group Dynamics

- 3.9 Assist others in the achievement of their fitness goals.