

# *Advanced Fitness and Conditioning*



## Course Syllabus

### Supervising Teacher

Name: Amy Clark

Email: amyclark@idahoidea.org

Phone: (208) 596-9392

### Course Description:

*(Pre-requisite: Fitness and Conditioning)*

**Advanced Fitness and Conditioning      1 credit      1 semester      Grades 11-12**

***This course will meet the Physical Education requirement for graduation. Do not take this course unless you have access to a training facility (or weight system at home) and can commit to a rigorous weight training and cardio-respiratory routine.***

This course is a continuation of the Fitness and Conditioning course and will call upon established knowledge of fitness principles and components in order to specifically apply them to a fitness goal. This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining **optimal physical fitness**. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Emphasis on anatomical and physiological principles will help students understand the way the human body functions, while application of nutritional knowledge will enhance knowledge of complete fitness.

### Recommended Textbook:

**MCGRAW-HILL - GLENCOE Foundations of Personal Fitness SE 2005 edition I-DEA TOP PICK**  
**ISBN# 0078451272**

### Recommended Supplemental Materials or Software:

**HUMAN KINETICS Get Strong 101 DVD I-DEA TOP PICK**– activities to build strength, endurance, and fitness **ISBN# 9780736064200**

### Supplies or Equipment Required:

Access to a weight room and/or physical training facility.

### **End of Course Assessment:**

The student will be required to provide samples of work for this course within a standards-based portfolio as well as complete one of the following:

#### ***Final Exam***

Students may choose the final exam option. The content of the exam will be based on required online readings. A study guide will be available. **If the exam option is chosen, the student will still be required to turn in a detailed outline of his/her plans for this course.**

**OR**

#### ***Graded Anchor Assignments***

The student will complete **four anchor assignments** for this course. Each assignment will correlate with a PE standard. The student will be given the assignments upon enrollment into the course.

#### ***Activity Log – Required***

The student will present an activity log indicating that he/she has completed the required amount of activity hours for this course. **The activities must align with course requirements. For example, representation of strength and fitness components which adhere to the fitness program the student has committed to.**

**I ask that the activity logs be sent to me monthly (uploaded into Moodle) along with the anchor assignment due for that month. The final activity log will be required the final week of the semester and must contain the entire 90 hours of activity.**

### **Course Evaluation:**

**Anchor Assignments and Activity Log OR Exam and activity log – 40% of overall grade  
Parent – 60% of overall grade (participation, written and skills tests).**

**Online reading regarding fitness principles, weight training, cardio-respiratory fitness, and muscular anatomy. These resources can be found on the Moodle page for this course.**

In order to receive 1 credit, the student must complete **90 hours of activity and instruction**. If a student spends five hours/week being active, he/she could complete the 90 hours within one semester. It is recommended that kids be active for at least 60 minutes a day (throughout the day or all at once), to maintain a healthy lifestyle.

This course requires an activity log to be kept, which includes the activity, the date, and the time spent participating in the activity. **Activities are focused on improving muscular strength and strength and cardio-respiratory fitness. This course does not include an emphasis on skill-based sports and activities.**

Students will **list their fitness goals and will focus on two different fitness activities** to improve on. It is recommended that the students log **at least five hours** (of exercise) per week. **Hours logged as exercise must equal at least 75 hours. Remaining hours can include the time spent studying, creating the fitness program and learning about the principles.**

**I-DEA Student Honor Code:**

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

***“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”***

**IDAHO CONTENT STANDARDS  
GRADE 9-12  
PHYSICAL EDUCATION**

**Standard 1: Skilled Movement**

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
<b>Goal 1.1:</b> <b>Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.</b>	9-12.PE.1.1.1 Demonstrate a competent skill level in three individual activities (e.g., dance, aquatics, gymnastics, golf, archery, skiing, in-line skating, backpacking, bicycling, disc golf, weight training, bowling).	9-12.PE.1.1.2 Demonstrate a competent skill level in two dual sports (e.g., tennis, badminton, pickleball, table tennis, racquetball, handball).	9-12.PE.1.1.3 Demonstrate a competent skill level in two team-related activities (e.g., soccer, softball, basketball, floor or field hockey, volleyball).			

**Standard 2: Movement Knowledge**

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
<b>Goal 2.1:</b> <b>Demonstrate understanding movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</b>	9-12.PE.2.1.1 Know and understand pertinent scientifically based information regarding movement performance.	9-12.PE.2.1.2 Apply advanced movement-specific information to physical activity.	9-12.PE.2.1.3 Integrate discipline-specific knowledge to enable the independent learning of movement skills.			

**Standard 3: Physically Active Lifestyle**

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
<b>Goal 3.1:</b> <b>Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>	9-12.PE.3.1.1 Participate daily in physical activity both in and out of school settings.	9-12.PE.3.1.2 Analyze the personal benefits that result from participating in physical activity, both as individuals and with others.	9-12.PE.3.1.3 Analyze factors that influence personal physical activity patterns throughout life.			

**Standard 4: Personal Fitness**

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
<b>Goal 4.1:</b> <b>Achieve and maintain a health enhancing level of fitness.</b>	9-12.PE.4.1.1 Demonstrate health-related fitness by improving, meeting and/or sustaining gender and age-related fitness standards as defined by approved tests.	9-12.PE.4.1.2 Develop an appropriate physical fitness program, and apply appropriate technology to achieve and maintain physical fitness.	9-12.PE.4.1.3 Demonstrate an understanding that physical fitness is a part of a lifelong wellness program.			

**Standard 5: Personal and Social Responsibility**

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
<b>Goal 5.1:</b> <b>Exhibit responsible and social behavior that respects self and others in physical activity settings.</b>	9-12.PE.5.1.1 Initiate independent and responsible personal behavior in physical activity settings.	9-12.PE.5.1.2 Accept the responsibility for taking a leadership role and willingly follow, as appropriate, in order to accomplish group goals.	9-12.PE.5.1.3 Develop strategies for including persons of diverse backgrounds and abilities in physical activity setting.			