



School District of Marshfield **Course Syllabus**

Course Name: Personal Training
Length of Course: Semester
Credits: .5

Course Description:

Participants will analyze their current level of fitness, set goals, and develop a personal workout plan to meet those goals. You will be exposed to a variety of concepts that affect performance, such as Periodization, nutrition, motivational tools, training psychology, and optimal wellness. Activities may include: strength training, endurance conditioning, flexibility training, fitness assessment, goal setting and fitness plan development, nutritional analysis, and sport specific drills to enhance speed, power, agility, balance, core strength, and coordination development. Personal responsibility and daily effort will be assessed with daily logs.

Learning Targets:

Movement Competencies

- Demonstrates increasingly mature forms as they relate to complex motor skills
 - Demonstrates balance and body control while moving at different speeds while manipulating a ball of different sizes.
 - Demonstrates proficiency in two movement forms in individual and lifetime activities.
 - Acquires skills to participate in a lifetime activity outside of school.
 - Demonstrates proficient skills to participate in advanced play of some activities.
- Demonstrates increasingly complex physical skills as impact success in various physical activities
 - Identifies, explains, and applies the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities.
 - Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.

Understanding movement concept and principles

- Demonstrates cognitive understanding to develop personal activity plans
 - Develops an appropriate conditioning program for a sport or lifetime fitness activity.
 - Plans a summer or afterschool personal conditioning program.
 - Identifies the differences and benefits of both functional fitness training and traditional weight training.
- Demonstrates the scientific principles as they relate to various physical activities
 - Recognizes advanced skill performance in others.
 - Self-assesses performance and makes appropriate corrections.

Participates regularly in physical activity

- Demonstrates the skills, knowledge, and interest to lead a healthy lifestyle
 - Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
 - Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs, Tri-Fit. ect.
- Sets goals for a physically active lifestyle
 - Establishes goals by identifying strengths and weaknesses using personal fitness assessments.
 - Compares health and fitness benefits derived from various physical activities.

Achieves and maintains a health-enhancing level of physical fitness

- Practices healthy behavior that maintains or improve physical fitness.
- Assesses and manages personal health behaviors.
 - Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.
 - Meets the age and gender-specific health-related fitness standards defined by an evidence-based fitness test.
 - Identifies major muscle groups of the body and correctly identifies and performs at least two weight training exercises for each muscle group.

Exhibits responsible personal and social behavior

- Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction
 - Solves conflicts agreeable to both parties.
 - Works with peers willingly, regardless of skill level and individual differences in partner and small group situations.
- Contributes to establishing a positive physical activity learning environment

- Demonstrates consistent decisions to ensure the safety of self and others.
- Exhibits respectful and mature behavior to contribute to a positive learning environment.
- Demonstrates support of others regardless of differences in gender, race, and/or abilities
- Demonstrates appropriate etiquette in play and use and return of equipment

Values physical activity

- Values physical activity as part of a healthy lifestyle
 - Participates in activity outside of school for self-enjoyment.
 - Describes the correlation that being physically active leads to a higher quality of life.
- Incorporates opportunities for self- expression and social interaction
 - Demonstrates, through verbal and nonverbal behavior. Cooperation with peers of different gender, race, and ethnicity in a physical setting.

First Quarter

1. Personal Training(3-5days)
 - A. Safety-Grading-Class Procedures
 - B. Video: Weight Training Technique
 - 1) Program Design: Pre-test and benefits
 - 2) Common myths and benefits
2. Nutrition(3-5 days)
 - A. Introduction to energy sources and muscle fiber types
 - B. Introduction to physical fitness
3. FITT principle (8-10 days)
 - A. Goal setting
 - B. Periodization
 - C. Skill related fitness components
 - D. Selection of sets and repetitions
4. Flexibility(18-20 days)
 - A. Warm-up and stretching
 - B. Resistance training/Flex band training
 - C. Multi-joint lifts: Barbell and Dumbbell exercises

Second Quarter

5. Agility power stations(18-20 days)
 - A. DOT drill – quick foot ladder – box jumps – jump rope
 - B. Dyna-bands
 - C. Resistance bands
 - D. Stability ball routine

6. Fitness Testing(3-5days)
 - A. Tri-fit application
 - B. Health related fitness components
 - C. Fitness cards
 - D. Fitness Journal check
7. Speed development(3-5 days)
 - A. Plyometrics
 - B. Speed technique and form
8. Active Rest(8-10 days)
 - A. Supplementation: myths and facts
 - B. Post test: final

Required Resources:

- Fitness for Life, Middle School, Human Kinetics (2007)
- Fitness gram/Activity gram Test Administration Manual, The Cooper Institute, (2004)
- Physical Education for Lifelong Fitness, The Physical Best Teacher's Guide, National Association for Sport and Physical Education (2005)
- NSCA's Strength and Conditioning Manual for High School Coaches (2003)
- Developing A Weight Training Program (2010) Speed and Strength Consultant – Tom Shaw
- Strength & Conditioning Clinic – Kevin Ward UW-LaCrosse