



## JC Schools Body Conditioning II Yearly Standards

### Overarching Standards (taught in every unit)

#### 9-12.HM.2.A-1

1. Show personal etiquette, respect, and safety skills during physical activities

Units	Priority Standards	Supporting Standards
<b>Unit 1:</b>  <b>FitnessGram</b> <b>Pre-Testing</b>  5 days	<b>9-12.HM.1.A-1,2</b> 1. Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness  2. Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness	
<b>Unit 2:</b>  <b>Safety,</b> <b>Technique,</b> <b>Procedure and</b> <b>Protocol</b>  6 days	<b>9-12.HM.1.A-1</b> Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness  <b>9-12.HM.3.A-1</b> Identify the relationship between warm up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries	
<b>Unit 3:</b>  <b>Weight Lifting</b>	<b>9-12.HM.1.D</b> Identify the major muscle groups that are engaged during specific exercises and activities (e.g., bicep –	<b>9-12.PA.2.A</b> Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g.,

68 days	bicep curl) <b>9-12.HM.1.A-1</b> Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness	peer assessment)
<b>Unit 4:</b>  <b>FitnessGram</b> <b>Post-Testing</b>  5 days	<b>9-12.HM.1.A-1,2</b> 1. Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness  2. Analyze present fitness levels to create a long-term personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness	