

RESISTANCE TRAINING MODULE



Lessons in this module were contributed by **Anthony Smith**, a visiting professor at the University of Southern Mississippi's School of Kinesiology, where he teaches strength and conditioning programming, sport law, and pedagogy methods.

Grade-Level Outcomes Addressed, by Lesson	Lessons															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.																
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)	P		P	P	P	P	P	P		P	P	P	P			P
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.																
Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits. (S2.H1.L1)					E	P		P	P	P	P			P		
Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)						E						P	P			
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.																
Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)	P														P	
Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)															P	
Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L1)				P												
Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)			E					E						E		
Demonstrates appropriate technique on resistance-training machines and with free weights. (S3.H7.L1)				P	P	P	P	P	P		P	P	P			
Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)			P	P	P	P			P							
Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic). (S3.H8.L2)													E	P		
Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)	P															
Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.H9.L2)								E	E							
Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)												E				
Develops and maintains a fitness portfolio (assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)	P								P					P	P	
Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)											E	P				

(continued)

RESISTANCE TRAINING MODULE (CONTINUED)

Grade-Level Outcomes Addressed, by Lesson	Lessons															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.																
Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)															P	
Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)															E	
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.																
Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)		E														
Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)					P											
Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)	E				E		E									P
Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)																E
Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)													E			
Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	E	P	P	E	P	P	P	P		P	P	P	P			P
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.																
Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)			E													
Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)										E	E					E
Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)				E												
Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1).			E													

P = Primary; E = Embedded