

# EASTERN ARIZONA COLLEGE

## Beginning Body Conditioning II

Course Design  
2016-2017

**Course Information**

**Division** Health & Physical Education  
**Course Number** HPE 102C  
**Title** Beginning Body Conditioning II  
**Credits** 1  
**Developed by** Jim Bagnall  
**Lecture/Lab Ratio** 0 Lecture/2 Lab  
**Transfer Status**

| ASU              | NAU     | UA   |
|------------------|---------|--|
| KIN 102, EXW 105 | PES 100 | PE Departmental<br>Elective, PE<br>Activity Credit limit<br>of three units |

**Activity Course** Yes  
**CIP Code** 31.0501  
**Assessment Mode** Portfolio  
**Semester Taught** Upon Request  
**GE Category** AAS degree only  
**Separate Lab** No  
**Awareness Course** No  
**Intensive Writing Course** No

**Prerequisites**

None

**Educational Value**

For students who can benefit from learning lifetime skills and want to increase their physical fitness level.

**Description**

Designed to assist the student in developing the basic skills and knowledge in body conditioning.

**Supplies**

Work out attire

## **Competencies and Performance Standards**

### **1. Explain and demonstrate the components and benefits of aerobic training.**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Discuss the components and benefits of interval training and develop a conditioning program.
- b. Discuss the components and benefits of long slow distance training and develop a conditioning program.

#### **Performance Standards**

*Competence will be demonstrated:*

- o develop a conditioning program
- o demonstrate a conditioning program

*Criteria - Performance will be satisfactory when:*

- o learner discusses the components and benefits of interval training and develops a conditioning program
- o learner discusses the components and benefits of long slow distance training and develops a conditioning program

### **2. Explain and demonstrate the components and benefits of anaerobic training.**

#### **Learning objectives.**

*What you will learn as you master the competency:*

- a. Discuss interval training and develop a conditioning program.
- b. Discuss Fartlek training and develop a conditioning program.

#### **Performance Standards**

*Competence will be demonstrated:*

- o develop a conditioning program
- o demonstrate a conditioning program

*Criteria - Performance will be satisfactory when:*

- o learner discusses interval training and develops a conditioning program
- o learner discusses Fartlek training and develops a conditioning program

### **3. Explain and demonstrate the components and benefits of power training.**

#### **Learning objectives.**

*What you will learn as you master the competency:*

- a. Discuss strength-related power and develop a conditioning program.
- b. Discuss speed-related power and develop a conditioning program.
- c. Discuss plyometrics and develop a conditioning program.

#### **Performance Standards**

*Competence will be demonstrated:*

- o develop a conditioning program
- o demonstrate a conditioning program

*Criteria - Performance will be satisfactory when:*

- learner discusses strength-related power and develops a conditioning program
- learner discusses speed-related power and develops a conditioning program
- learner discusses plyometrics and develops a conditioning program

**4. Explain and demonstrate the components and benefits of skill-related fitness and skill training.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Explain the function of agility, coordination, balance, reaction time, speed, and power in skill-related fitness and skill and develop a conditioning program.

***Performance Standards***

*Competence will be demonstrated:*

- develop a conditioning program
- demonstrate a conditioning program

*Criteria - Performance will be satisfactory when:*

- learner explains the function of agility, coordination, balance, reaction time, speed, and power in skill-related fitness and skill and develops a conditioning program

***Types of Instruction***

Classroom Presentation and Demonstration

***Grading Information***

***Grading Rationale***

Participation 90%  
Portfolio 10%

***Grading Scale***

A 90% or above  
B 80-89%  
C 70-79%  
D 60-69%  
F 59% or below