

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE:	Personal Fitness Level 1
COURSE NUMBER:	8930
CALPADS NUMBER:	2513
CST:	None
<u>Other Standardized Test:</u>	<u>Physical Fitness Test</u>
DEPARTMENT:	Physical Education
NCLB TEACHER CREDENTIAL REQUIREMENTS:	To be determined by the Credential Analyst in Personnel
LENGTH OF COURSE:	One Semester or One Year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S):	10th – 12th
GRADUATION REQUIREMENT OR ELECTIVE:	Elective
PREREQUISITES:	None

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

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. Students will learn the basic fundamentals of strength training, aerobic training and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will learn how to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will gain an awareness of the career paths related to personal fitness and conditioning.

COURSE PURPOSE:

Students will revisit the cornerstone foundations from Physical Education Course 1 to empower them to become their own personal trainers and become health advocates for themselves and their communities. Students will continue to develop and analyze short and long-term goals based on self-assessments and fitness results.

COURSE OUTLINE:

1. MAJOR GOALS PERTAINING TO PERSONAL FITNESS

- 1.1— Recognize effective movement skills for personal fitness
- 1.2— Discuss the essentials of efficient movement
- 1.3— Develop a personal program for health-enhanced level of physical fitness

~~1.4 Identify a physically active lifestyle~~

~~1.5 Develop knowledge of career paths related to personal fitness and conditioning~~

21. PERFORMANCE OBJECTIVES:

1.1 Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1.1 Students demonstrate knowledge and competency in two or more aerobic activities, selecting one or more from each of the following categories:

Category 1: Aerobic dance, running, skating, swimming

Category 2: Cycling, rowing, triathlon, walking

1.1.2 Identify the characteristics and critical elements of a highly skilled performance in aerobic activities and demonstrate them.

1.1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.

1.1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aerobic activities.

1.1.5 List the safety equipment required for participation in aerobic activities: describe and demonstrate the use of such equipment.

1.1.6 Demonstrate independent learning of movement skills in aerobic activities.

1.2 Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

1.2.1 Identify and achieve a personal level of excellence in physical fitness.

1.2.2 Engage independently in physical activity that increases aerobic capacity.

1.2.3 Evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a personal physical activity program.

1.2.4 Measure health-related physical fitness periodically and adjust physical activity to achieve fitness goals.

1.2.5 Identify and explain the positive effects of participation in aerobic activity on personal health.

1.3 Standard 3: Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

1.3.1 Engage independent in aerobic activities.

1.3.2 Develop personal goals to improve performance in aerobic activities.

1.3.3 Compare and contrast the effective leadership skills used in aerobic activities and those used in other physical activities.

1.3.4 Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.

1.3.5 Evaluate the risks and safety factors that may affect participation in aerobic activities throughout a lifetime.

1.3.6 Invite others to join in aerobic activity.

1.3.7 Explain how to select and modify aerobic activities to allow for

participation by younger children, the elderly, and individuals with special needs.

1.3.8 Analyze the role of social interaction in the successful participation in and enjoyment of aerobic activities.

1.3.9 Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities.

1.3.10 Analyze the role that cooperation and leadership play in aerobic activities.

1.3.11 Engage in aerobic activities both in school and outside school.

2. CONTENT OUTLINE:

2.1 Standard 3: Introduction to Personal Fitness

2.1.1 Philosophy

2.1.2 Class Curriculum, Expectations, Grading Policy

~~2.1.3 Classroom Rules and Procedures~~

~~2.1.4 Locks and Locker Room Procedure~~

~~2.1.5 Dressing Policy~~

2.2 Standard 2: Fitness Pre-Test

2.2.1 Assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement

2.3 Standard 2: Physical Fitness Concepts and Techniques

2.3.1 Apply principles of resistance training for strength and endurance

2.3.2 Apply principles of cardiovascular endurance training

2.3.3 Apply principles of flexibility and balance training

2.3.4 Identify personal goal in physical fitness

2.3.5 Describe techniques for self pacing to determine target heart rate

2.3.6 Recognize proper warm up and cool down techniques as they relate to specific workouts

2.4 Standard 3: Social Skills and Cooperative Activities

2.4.1 Recognize personal and social responsibility

2.4.2 Indicate conflict resolution skills

2.4.3 Express social skills: Encouragement, Active listening, Courtesy

2.4.4 Select cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives

2.5 Standard 2: Cardio-respiratory Endurance Training

2.5.1 Describe cardiovascular fitness activities designed to reduce body fat

2.5.2 Identify strength training activities designed to strengthen large muscle groups

2.5.3 Assess goal for personal fitness and make adjustments to cardiovascular activities in fitness program as necessary

2.5.4 Participate in a variety of cardio-respiratory activities

2.5.5 Demonstrate an awareness of opportunities for physical fitness in the community

2.6 Standard 2: Nutrition

- 2.6.1 Define a calorie
- 2.6.2 Describe how a calorie relates to food and your body
- 2.6.3 Discuss latest dietary guidelines from the United States Department of Agriculture (USDA)
- 2.6.4 Identify recipes for meals that meet USDA dietary guidelines
- 2.6.5 Practice journaling food intake to reassess and adjust personal fitness plan as necessary
- 2.7 **Standard 2: Resistance Training**
 - 2.7.1 Select a resistance program to implement in personal fitness plan
 - 2.7.2 Compare and contrast resistance programs for muscle endurance and muscle strength
 - 2.7.3 Participate in consistent resistance training program
- 2.8 **Standard 2: Flexibility Training and Relaxation Techniques**
 - 2.8.1 Recognize importance of including flexibility and relaxation strategies for successful personal fitness program
 - 2.8.2 Demonstrate various types of flexibility exercises.
 - 2.8.3 Develop basic competency in relaxation and breathing techniques
- 2.9 **Standard 2: Fitness Post Test**
 - 2.9.1 Reassess personal fitness and compare scores to pre-test scores and personal goals
 - 2.9.2 Record data on fitness software
- 2.10 **Standard 3: Closure**
 - 2.10.1 Evaluate and implement fitness and activity plans
 - 2.10.2 Reflection
 - 2.10.3 ~~Locker Room Shut Down~~

3. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- 3.1 Demonstrations - by teacher, student(s), or experts ~~on video~~
- 3.2 Lecture
- 3.3 Modeling
- 3.4 Guided practice
- 3.5 Group discussion
- 3.6 Student centered learning to include:
 - Peer coaching
 - Reciprocal teaching
 - Checklists
 - Video (peer and self-analysis)
 - Guided discovery
 - Stations and circuits
 - Task cards
 - Computer lab

4. EVALUATION OF STUDENT PROGRESS:

- 4.1 Journals and logs

- 4.2 Portfolios
- 4.3 Checklists
- 4.4 Rubrics of performance assessments during activity
- 4.5 Quizzes and tests
- 4.6 Projects (rubric assessed)
- 4.7 Video
- 4.8 Computer software
- 4.9 Fitnessgram
- 4.10 Fitness Plan
- 4.11 Fitness Testing Data Record (Data from at least three testing periods)

5. TIME ESTIMATES:

- 5.1 Introduction to Personal Fitness (1 week)
- 5.2 Fitness Pre Test (2 weeks)
- 5.3 Physical Fitness Concepts and Techniques (4 weeks ongoing)
- 5.4 Social Skills and Cooperative Activities (2 weeks)
- 5.5 Cardio-respiratory Fitness (7 weeks ongoing)
- 5.6 Nutrition (6 weeks)
- 5.7 Resistance Training for Muscular Strength and Endurance (6 weeks ongoing)
- 5.8 Flexibility Training and Relaxation Techniques (6 weeks ongoing)
- 5.9 Fitness Post Test (2 week)
- 5.10 Closure (1 week)

5. INSTRUCTIONAL MATERIALS:

- 5.1 Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- 5.2 Portable stereo with CD player and iPod connection
- 5.3 Wireless microphone and speaker system
- 5.4 Stopwatches
- 5.5 Clipboards (teacher and students class set) and pencils
- 5.6 Equipment appropriate to the unit: acquire from the District Stock Catalog and/or Physical Education Equipment Catalogs (i.e.: Sporttime, Gopher, Education Company, etc.)
- 5.7 Heart Rate Monitors
- 5.8 Fitnessgram Software and fitness testing equipment (skin fold calipers, tape or CD of push-ups and curl-ups cadence, rulers, mat with line for curl-ups, software)
- 5.9 Music CDs
- 5.10 Aerobics and/or exercise equipment

Sample Lesson Plan: Mile Improvement

Standard to be taught: 2.4 Use physical fitness test results to set and adjust goal to improve fitness

Assessment:

- 1. Observation
- 2. Peer Visual Assessment

3. Journal

Teaching strategies:

1. Lecture
2. Guided Practice
3. Group Discussion

Student activities:

1. Mile Improvement
 - a. Lecture
 1. Discuss goal setting
 - a. What is the healthy fitness zone for your age group?
 - b. How do you fit into the healthy fitness zone?
 - c. What methods are used to help you achieve improvement in your mile time (goal setting)?
 2. Pacing
 - a. What is pacing while running the mile?
 - b. How do you pace yourself while running the mile?
 - b. Guided Practice
 1. Run a timed mile
 - c. Group Discussion
 1. Record results of mile time
 2. Think-pair-share
 - a. Did you meet your mile goal?
 - b. Are you in the healthy fitness zone?
 - c. What activities can help to improve your mile time?
 - d. What is your goal for the next mile?

Resources:

1. Fitness and Conditioning DVDs/videos
2. Internet
3. Fitness Magazines

Committee Members:

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