

LIFETIME FITNESS A SVL Syllabus
(2015-16)

Desired Results

Course Title: SVL Lifetime Fitness A

Credit: ___X___ one semester (.5)

Prerequisites and/or recommended preparation *(example: Completion of Algebra 1):*

Completion of Intro to Fitness (High School Fitness-year 1) to be enrolled in Lifetime Fitness A

Students are not allowed to be enrolled in any two fitness courses (at any location) at the same time.

Estimate of hours per week engaged in learning activities:

5 hours of class work per week per each 18 week semester

Instructional Materials:

All learning activities (resources, assignments, assessments) are contained within or referenced in the student's online course. The online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website.

Other resources required/Resource Costs:

This is an activity class, so students will be required to be active at least 4 days each week*. It is required that students have and use a Polar FT40 heart rate monitor and Polar Flow Link that allows for uploading heart rate data to the computer. These instruments will be used to verify physical activity levels in conjunction with activity logs and adult verification as requested. Students will be able to check out a heart rate monitor through their school district. Students may also be required to purchase a personal strap for the transmitter for \$15. This amount will be added to the student's district account. More details will be provided once the class begins. However, they must agree to replace the monitor set if it is lost or broken at a cost of \$200.

*An exception would be if a student has submitted a written request and has been approved for a district medical waiver.

Course Description:

In Lifetime Fitness (Year 2), students will participate in a variety of activities to demonstrate, apply, and evaluate complex motor skills, movement concepts, skill-related components of fitness, safety, and teamwork, sportsmanship and fair play. Students will take a look at and monitor individual health habits, assess fitness in the components of health-related fitness and skill-related fitness, analyze current personal health and fitness plan, set individual fitness goals and create, engage in and evaluate a personal health and fitness plan based on personal goals, and adjust the plan and goals as determined.

Enduring Understandings for Course (Performance Objectives):

Improving and/or maintaining personal fitness is a lifetime journey and, requires perpetual planning, monitoring, and adjusting.

Course Learning Goals (Power Standards based on Washington State Standards):

Unit 1: Fitness Testing and Goal Setting

Content Standards:

Power Standards:

- 1.3.1 Evaluates the components of health-related fitness
- 1.3.2 Evaluates the progress of a personal health and fitness plan
- 1.4.1 Analyzes the components of skill-related fitness to physical activity

Unit 2: Daily Habits & Monitoring Systems

Content Standards:

Power Standards:

- 1.2.1 Analyzes how to perform activities and tasks safely and appropriately
- 1.3.2 Evaluates the progress of a personal health and fitness plan
- 1.4.1 Analyzes the components of skill-related fitness to physical activity
- 4.2.1 Evaluates concepts of a health, fitness, and nutrition plan and monitoring-system, based on life and employment goals.
- 4.1.1 Analyzes daily health and fitness habits

Unit 3: Movement & Motor Skills

Content Standards:

Power Standards:

- 1.1.1 Evaluates complex motor skills and movement concepts to activities to enhance a physically active lifestyle
- 1.2.1 Analyzes how to perform activities and tasks safely and appropriately
- 1.2.2 Evaluates skills and strategies necessary for effect participation in physical activities
- 1.4.1 Analyzes the components of skill-related fitness to physical activity

Unit 4: Evaluating Progress

Content Standards:

Power Standards:

- 1.3.2 Evaluates the progress of a personal health and fitness plan

Evidence of Assessment

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, and assessments]

Performance Tasks: Activity Logs /Fitness Plan Analyses; HR data & Analysis; Pre, Mid, Post Fitness Testing & Evaluation; Creation, Application, & Evaluation of a Personal Fitness Plan

Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on): Journals, Blogs, Self-Assessments

Types of Learning Activities

Indicate from the table below all applicable learning strategies that may be used in the course.

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input checked="" type="checkbox"/> Structured Overview <input type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Practice <input type="checkbox"/> Project <input type="checkbox"/> Paper <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input type="checkbox"/> Other (List)	<input type="checkbox"/> Essays <input type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input type="checkbox"/> Research Projects <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing <input type="checkbox"/> Other (List)

Other: [Click here to enter text.](#)

Learning Activities

Learning activities (as provided in the student friendly course schedule posted in online course) and contains the scope and sequence of performance tasks, activities and assessments by semester, unit, and weeks.

These learning activities are aligned with the successful completion of the course learning goals and progress towards these learning activities will be reported monthly on a progress report.

1st Semester Learning Activities

Unit 1: Fitness Testing and Goal Setting

Duration: 2 weeks at the beginning of the semester; 1 week at the end of the semester

Enduring Understandings: *What will students understand (about what big ideas) as a result of the unit? To improve fitness, there must be a starting point, analysis, and realistic goal-setting.*

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

Why is it important to become fit?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- Set individual fitness goals (1.3.1)
- Critique personal progress in relation to fitness standards (1.3.2)
- Set goals to improve personal components of skill-related fitness (1.4.1)

Learning Activities:

Review of Health-related and Skill-related Components of Fitness, Fitness Testing, Fitness Test Analysis, Goal Setting

Unit 2: Daily Habits & Monitoring Systems

Duration: All Semester

Enduring Understandings: *What will students understand (about what big ideas) as a result of the unit?*

To improve, one must understand where they are, set goals and make plans for improvement, monitor progress towards those goals and make adjustments as necessary

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

What habits do I need to improve to achieve my health & fitness goals? How can I monitor those habits?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- Analyzes safety issues in a personal health and fitness plan (1.2.1)
- Assess the components of health-related fitness in relation to the FITT Principle (1.3.2)
- Selects a personal monitoring system (1.3.2)
- Compares and contrasts components of skill-related and health-related fitness to improve performance in a selected physical activity (1.4.1)
- Develops goals to meet changes in health/fitness/life (4.2.1)
- Designs a personal health and fitness plan (fitness, nutrition, stress management, and personal safety (4.2.1)
- 4.1.1 Analyzes daily health and fitness habits

Learning Activities:

Heart Rate Monitors, Activity Logs/Fitness Plans & Analyses, Sleep Habit Analysis and Planning, , Nutrition Log/ Nutrition Log Analysis & Plan, Nutrition Plan Analysis, Hydration Log and Analysis

Unit 3: Movement & Motor Skills

Duration: 5 weeks

Enduring Understandings: *What will students understand (about what big ideas) as a result of the unit?*

Health and skill-related components of fitness are important in making movement more efficient and safe.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

What skills do I need to develop for a physically active life? How do I improve those skills? How are skill-related and health-related components involved in improving skills in activities? What are safety issues in fitness and health activities?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- Evaluates complex motor skills and movement concepts (1.1.1)
- Performs activities fluidly and efficiently (1.1.1)
- Analyzes safety issues in health and fitness activities (1.2.1)

- Evaluates how physical activity provides opportunities for social interaction and enjoyment (1.2.2)
- Selects coping skills to deal with personal challenges, differences, and setbacks in physical performance (1.2.2)
- Selects personal goals (1.2.2)
- Compares and contrasts components of skill-related and health-related fitness to improve performance in a selected physical activity (1.4.1)

Learning Activities:

Evaluating motor skills, analyzing safety issues, coping with setbacks and personal challenges, and setting goals.

Unit 4: Evaluating Progress

Duration: 1 week at end of semester

Enduring Understandings: *What will students understand (about what big ideas) as a result of the unit?*

To measure improvement, progress must be monitored.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

Am I meeting my goals? How do I know if my plans are working? What will I do if they are? What will I do if they are not?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- Critique personal progress in relation to fitness standards (1.3.2)

Learning Activities:

Fitness-testing, Fitness Plan Analysis, Sleep Plan Analysis, Nutrition Plan Analysis, Goal Setting