

Introduction to Fitness Syllabus

Date: 2017-2018

Certificated Teacher:

Desired Results

Course Title/Grade Level: Introduction to Fitness/Year 1 High School

Credit: x one semester (.5) two semesters (1)

Estimate of hours per week engaged in learning activities

There are 2 main components of this class: academic content and physical activity.

The **academic portion** of the class should take an average of **2-3 hours a week** to complete over the course of the semester.

The **activity portion** of this class will take **3-4 hours per week**. Students will be required to be active a minimum of 4 days a week, for at least 30 minutes a day (including 12000movs each of these days with their MovBand). Each activity/workout day needs to be on a different day, and must earn a minimum of 12000movs.

Prerequisites and/or recommended preparation:

There are no academic prerequisites for this class. This course must be completed by itself. Students are **not** allowed to be enrolled in Intro to Fitness and Lifetime Fitness (at any location) at the same time.

Instructional Materials

All learning activity resources and folders are contained within the student online course. 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 address.

However, since this is an activity class, students will be required to be active at least 4 days. The following instruments will be used to verify physical activity levels in conjunction with journals and adult verification.

It is required that students have and use a Movband2 / Movband3 activity monitor and sync cord that allows for downloading of "mov" data to the computer and to the student's HealthSpective account (mov account). Students will be able to check out an activity monitor through their school district. 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 \$40.

Course Overview:

Introduction to Fitness is a required course for high school graduation. Throughout this semester long course, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. Students demonstrate more specialized knowledge in identifying and applying key movement motor skills and movement concepts. They assess their skill performance and develop a personal health and fitness plan. Students demonstrate the ability to plan for and improve components of health-related fitness to achieve and maintain a health-enhancing level of personal fitness.

Enduring Understandings for Course:

Students will understand and demonstrate components of fitness and health and how they contribute to a self-directed wellness lifestyle.

Establish Goals:

Year 1 Physical Education Standards:

- Standard 1 – Students will demonstrate competency in a variety of motor skills and movement patterns.
- Standard 2 – Students will apply knowledge of concepts, principles, strategies, and tactics related to movements and performance.
- Standard 3 – Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4 – Student will exhibit responsible personal and social behavior that respects self and others.
- Standard 5 – Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Understandings:

Students will understand and demonstrate components of fitness and health and how they contribute to a self-directed wellness lifestyle.

Essential Questions:

Why is it important to become physically fit?
How do I become physically fit?
How do I stay physically fit for a lifetime?

Students will know & understand:

- ✓ The FITT principle (frequency, intensity, time, and type) for all five components of fitness
- ✓ Sound fitness principles as they relate to safety issues during exercise
- ✓ The relationship between nutrition, performance, and body composition
- ✓ The relationship between health risk factors (nutrition, smoking, blood pressure, lack of exercise, and obesity) to the top three health killers in our country (heart disease, stroke, and cancer and other related diseases).
- ✓ Goal setting

Students will be able to:

- ✓ PE1.1-3 HS1 Demonstrate competency in activity-specific movement skills in 2+ games and sports, individual performance activities, and outdoor sports.
- ✓ PE 2.2 HS1 Use concepts of force, motion, & rotation to analyze and improve performance of self or others
- ✓ PE 2.3 HS1 Assess critical elements and stages of learning a self-selected motor skill
- ✓ PE 2.4 HS1 Apply progress, specificity, overload, reversibility and diminishing returns to a self-selected activity
- ✓ PE 3.1 HS1 Investigate relationship between P.A., nutrition, and body composition
- ✓ PE 3.3 HS1 Evaluate risks/safety factors of P.A. preferences throughout the lifespan
- ✓ PE 3.4 HS1 Participate in P.A. regularly outside the school day
- ✓ PE 3.5 HS1b Use isometric, concentric, eccentric muscle strength & endurance exercises

- ✓ PE 3.5 HS1c Use static & dynamic flexibility exercises
- ✓ PE 3.6 HS 1 Explain overload, specificity, progression, reversibility, diminishing returns, rest & recovery (Training Principles) & how they relate to fitness planning
- ✓ PE 3.8 HS 1 Design & implement personal fitness & nutrition plan (assessment scores, goals & activities for improvement, log of activities to achieve goals, timeline for improvement)
- ✓ PE 4.1 HS1 Demonstrate intrinsic motivation by selecting or planning participation in P.A. in and out of school
- ✓ PE 4.4 HS1 Demonstrate best practices for safe participation in P.A. and exercise
- ✓ PE 5.3 HS1 Identify opportunities for social interaction in a self-selected P.A.

Evidence of Assessment

Performance Tasks:

- ✓ Pre and Post Fitness Tests
- ✓ Create a 2-week Personal Fitness Plan _____
- ✓ 2-Week Activity Logs & Analysis (to include 4 cardio-respiratory, 2 muscle fitness, and 3 flexibility workouts minimum), including descriptive dialogue about activities _____
- ✓ Wear HeartRate Monitor a minimum of 4 times each week (with cardio-respiratory workouts) —
- ✓ Download of HeartRate monitor to polarpersonaltrainer.com once each week (to include 4 workouts) _____

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

- ✓ Journals throughout the course (self-assessment) _____
- ✓ Healthy Habit Logs and Analysis (Sleep, Nutrition, Activity) _____
- ✓ Final Analysis _____

Types of Learning Activities

Types of Learning Activities				
Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction

<input checked="" type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	Problem-based Case Studies <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Practice <input type="checkbox"/> Project Paper <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	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 checked="" type="checkbox"/> Essays Self-paced computer <input checked="" type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs <input type="checkbox"/> Reports Directed Study <input type="checkbox"/> Research Projects <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Discussion Debates <input type="checkbox"/> Role Playing Panels <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team Laboratory Groups <input type="checkbox"/> Think, Pair, Share Cooperative Learning Tutorial Groups <input type="checkbox"/> Interviewing Conferencing Other (List)
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Course Pacing Guide

Learning Activities:

- Week #1 Assignments
1. Attend SVL Fitness Orientation & Pick up Activity Monitor set
 2. Login to Blackboard
 3. Go through Welcome Unit
- Week #2 Assignments
1. Self-Intro on Class Welcome Introduction Blog
 2. Reply to 3 classmates on Blog
 3. Unit 1 – A Case for Fitness
- Week #3 Assignments
1. Unit 2 Program Introduction Worksheet
 2. Wear Activity Monitor and Set up Account
- Week#4 Assignments
1. Unit 2 Pre-Health Related Fitness Tests
 2. Unit 2 Health Related Goal Setting
 3. Unit 2 Journal Entry #1
- Week #5 Assignments
1. Unit 2 Skill Related Fitness Tests & Goals
 2. Unit 2 Journal Entry #2
 3. Wear and sync Activity Monitor
- **Must have logged on and turned in assignments to stay enrolled in class****
- Week #6 Assignments
1. Unit 3 Bones and Muscle Review
 2. Unit 3 CardioRespiratory Lesson
 3. Unit 3 My CardioRespiratory Plan
 4. Wear and sync Activity Monitor
- Week #7 Assignments
1. Unit 3 Cardio Log
 2. Unit 3 Flexibility Lesson
 3. Unit 3 My Flexibility Plan
 4. Wear & sync Activity Monitor
- Week #8 Assignments
1. Unit 3 Flexibility Log (and continued Cardio)
 2. Unit 3 Muscle Fitness Lesson
 3. Unit 3 My Muscle Fitness Plan
 4. Wear & sync Activity Monitor
- Week #9 Assignments
1. Unit 3 Muscle Fitness Log (and continued Flexibility and Cardio)
 2. Unit 3 Journal 3 Safety Issues
 3. Wear & sync Activity Monitor
- Week #10 Assignments
1. Unit 3 Journal 4 Barriers to Fitness
 2. Unit 3 Putting It All Together Plan
 3. Wear & sync Activity Monitor
- Week#11 Assignments
1. Unit 3 Complete Week 1 of Plan – Write on Log
 2. Unit 3 Journal 5 Social Interaction in Fitness Activities

3. Wear & sync Activity Monitor
- Week #12 Assignments
1. Unit 4 Activity Log & Analysis #1 (log of 2 weeks)
 2. Wear & sync Activity Monitor
- Week #13 Assignments
1. Repeat Week 1 of Plan, Write on Log 2
 2. Unit 4 Sleep Log & Analysis
 3. Wear & sync Activity Monitor
- Week #14 Assignments
1. Unit 4 Activity Log & Analysis #2 (log of 2 weeks)
 2. Wear & sync Activity Monitor
- Week #15 Assignments
1. Repeat Week 1 of Plan, write on Log 3
 2. Unit 4 Nutrition Log & Analysis
 3. Wear & sync Activity Monitor
- Week #16 Assignments
1. Unit 4 Activity Log & Analysis #3 (log of 2 weeks)
 2. Unit 5 Movement 7 Motor Skill Project
 3. Wear & sync Activity Monitor
- Week #17 Assignments
1. Repeat Week 1 of Plan, write on Log 4
 2. Unit 5 Journal 6 Motor Skill and Skill Components of Fitness
 3. Unit 5 Journal 7 Correlation of Health & Skill Components in Activity
 4. Wear & sync Activity Monitor
- Week #18 Assignments
1. Unit 4 Activity Log & Analysis #4 (log of 2 weeks)
 2. Unit 6 Journal 8 Analyzing My Current Plan with Fitness Tests
 3. Wear & sync Activity Monitor
- Week #19 Assignments
1. Unit 6 End of Course Assessment
 2. Turn in Activity Monitor
- Week #20 Assignments
1. Turn in Activity Monitor

****Weekly Assignments may vary depending on semester schedule/holidays/etc.**

The following topics will be covered during this course:

- Unit 1 – Getting Started & Learning the Benefits of Fitness
- Unit 2 – Determining Your Fitness Levels and Goals
- Unit 3 – Developing Your Personal Fitness Plan
- Unit 4 – Healthy Habits and Monitoring Systems
- Unit 5 – Movement & Motor Skills
- Unit 6 – Analyzing my Fitness Levels