

**LIFETIME FITNESS A-Student Athlete SVL Syllabus**  
**(2015-16)**

<b>Desired Results</b>
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**Course Title: SVL Lifetime Fitness A, Student Athlete**

**Credit:   X   one semester (.5)**

**Class Prerequisite:**

Completion of Intro to Fitness (High School Fitness-year 1), students are not allowed to be enrolled in any two fitness courses (at any location) at the same time.

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

**Estimate of Hours Per Week Engaged in Learning Activities:**

- A. The **academic portion** of the class should take an average of **1-2 hours a week** to complete over the course of the semester.
- B. The **activity portion** of this class will be completed during your school sport season, or your community sport participation.

Spokane Public Schools may grant credit toward high school graduation for planned experiences meeting a student's particular needs PROVIDED:

1. *The student satisfactorily completes the cognitive components of Fitness and Health via Spokane Virtual Learning. This includes:*
  - *Earning at least a **60%** on the **coursework**.*
  - *Also, within the coursework **ALL** students are **REQUIRED** to complete both **Unit 1** (Pre-tests & Journals) & **Unit 4** (Post-testing & Journal) entirely.*
2. *The student completes a full season of an approved activity as a regular participant in good standing under the direct supervision of a school or community coach.*
  - *Student turns in the Verification of Athletic Participation form completed and signed by the coach verifying the student completed at least the minimum requirements. **Coaches will be asked to verify that the student did indeed complete the season or sport in good standing which includes a minimum of 3 days per week and a minimum of 60 hours (except for Summer sports) of physical fitness.***

A Pass grade (**P**) will be entered on the student's permanent academic record after the student has successfully completed all components of the program.

**Preparation - Required Steps:**

1. Join your school based or directed community activity. See approved athletic activities on the "Verification of Athletic Participation" form.
2. Register for SVL Fitness for Student Athlete via your school counselor.
  - Fall Sports: 1st semester
  - Winter Sports:
    - 1st semester (must complete coursework but will receive "incomplete" for 1st semester until the sport season is completed)

**OR**

  - 2nd semester

- Spring Sports: 2nd semester
  - Summer Sports: SVL Summer session, fee-based
3. Attend the SVL Orientation for semester enrolled.
  4. Fill out one of the light gray boxes and submit your signed Verification of Athletic Participation Form to your SVL Teacher.

*\*By definition, exercise is a physical activity conducted with the intention of developing physical fitness. In order to improve physical fitness one must be involved in exercise activities that employ the components of fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility, agility and quickness, speed, balance and coordination. RCW 49.60.500 defines "Community athletics program" as an athletic program that is organized for the purpose of training for and engaging in athletic activity and competition. It is operated, conducted, administered, or supported by a city, town, county, district, or school district other than those offered by the school and created solely for the students by the school.*

### **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 complete at least 60 hours during their sport/activity season. It is recommended the student be active at least 3 days each week.

### **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, as such, 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, hydration, and nutrition plan and monitoring-system, based on life and employment goals.

**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; 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.*

<b>Direct Instruction</b>	<b>Indirect Instruction</b>	<b>Experiential Learning</b>	<b>Independent Study</b>	<b>Interactive Instruction</b>
<input checked="" type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input type="checkbox"/> Inquiry <input checked="" 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 checked="" type="checkbox"/> Self-paced computer <input checked="" type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input checked="" 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

				__ Interviewing __ Conferencing __ Other (List)
<b>Other:</b> <a href="#">Click here to enter text.</a>				

### 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.

#### 1<sup>st</sup> 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 make the greatest improvement, there must be a starting point and baseline data and goals for improvement must be set!*

**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)

**Learning Activities:**

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