

Introduction to Fitness Student Athlete 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)

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.

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**.*
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 letter grade (A through F), based on the school district's grading scale, will be entered on the student's permanent academic record after the student has successfully completed the written coursework and the activity portion of the class.

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 required the student be active at least 3 days each week.

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

- ✓ 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 _____

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 <input type="checkbox"/> Panels <input 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
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Course Pacing Guide

Learning Activities:

Week - #1 Assignments

1. Attend SVL Fitness Orientation
2. Login to Blackboard
3. Go through "Welcome Unit"
 - a. (submit) Welcome Class Blog
 - b. (submit) Email Your Teacher
 - c. (submit) "Best Contact" assignment
 - d. (submit) Sport Verification Form

Week - #2 Assignments-**Unit 1 – A Case for Fitness**

1. (Submit) A Case for Fitness Reading
2. (Submit) A Case for Fitness PowerPoint
3. (Submit) A Case for Fitness Assessment

Week- #3 Assignments-**Unit 2- Intro to Fitness Basics and Pre-Testing**

1. (Task) Program Introduction Reading (name of assignment)
 - a. (Submit) "Program Introduction Worksheet"

Week-#4 Assignments-**Unit 2 – Intro to Fitness Basics and Pre-Testing**

1. Unit 2- (Task) Health Related Fitness Pre-Tests & Goals Setting
 - a. Unit 2 - (Task) Your Pre-Fitness Test
2. Unit 2- (Task) Journal Entry : Health Related Fitness Goals
 - a. (Submit) Journal Entry 1 : Health – related Fitness Pre-Test & Goals

Week #5 Assignments- **Unit 2 – Intro to Fitness Basics and Pre-Testing**

1. Unit 2 -(Task)Fitness Testing: Skill-related Components of Fitness
 - a. Unit 2 – (Task) Skill Related Fitness Tests
2. Unit 2 -(task) " Journal Entry : Skill-related Fitness Goals
 - a. (submit) Journal Entry 2: Skill-related Fitness Goals

****Must have logged on and turned in assignments to stay enrolled in class****

Week #6 Assignments – **Unit 3 – Personal Fitness Plan**

1. Unit 3 – (submit) Major Bones and Muscles of the Body review
2. Unit 3 – (Task) Cardio – respiratory Endurance
 - a. Unit 3 - (task) Cardio-respiratory Endurance Reading
3. Unit 3 - (Task)) Cardio - respiratory Endurance
 - a. Unit 3 – (Submit) Cardio-respiratory Endurance Power Point
4. Unit 3 – (Task) Cardio - respiratory Endurance
 - a. Unit 3- (Submit) My Personal Cardio Plan

- Week #7 Assignments – **Unit 3 – Personal Fitness Plan**
1. Unit 3 – (Task) Cardio - respiratory Endurance
 - a. Unit 3 – (Submit) Keep a LOG of your CardioRespiratory Activities
 2. Unit 3 - (Task) Flexibility
 - a. Unit 3 – (Task) Flexibility Reading
 3. Unit 3 – (Task) Flexibility
 - a. Unit 3 – (Submit) Flexibility Power Point
 4. Unit 3 (Task) Flexibility
 - a. Unit 3 – (Submit) My Personal Flexibility Plan
- Week #8 Assignments – **Unit 3 Personal Fitness Plan**
1. Unit 3 – (Task) Flexibility
 - a. Unit 3 – (Submit) Keep a LOG of your Flexibility Activities
 2. Unit 3 – (Task) Muscle Fitness
 - a. Unit 3 – (Task) Muscle Fitness Reading
 3. Unit 3 – (Task) Muscle Fitness
 - a. Unit 3 – (Submit) Muscle Fitness Power Point
 4. Unit 3 – (Task) Muscle Fitness
 - a. Unit 3 – (Submit) My Personal Muscle Fitness Plan
- Week #9 Assignments – **Unit 3 Personal Fitness Plan**
1. Unit 3 – (Task) Muscle Fitness
 - a. Unit 3 (Submit) Keep a LOG of your Muscle Fitness Activities
 2. Unit 3 (Task) Putting it all Together – 1 Week Personal Plan
 - a. Unit 3 (Submit) Journal Entry 3: Safety Issues in Your Activities
- Week #10 Assignments – **Unit 3 Personal Fitness Plan**
1. Unit 3 (Task) Putting it all Together – 1 Week Personal Plan
 - a. Unit 3 (Submit) Journal Entry 4 : Barriers in Your Activity
 2. Unit 3 (Task) Putting it all Together – 1 Week Personal Plan
 - a. Unit 3 (Submit) 1 Week Personal Plan
- Week #11 Assignments – **Unit 3 Personal Fitness Plan**
1. Unit 3 (Task) Putting it all Together – 1 Week Personal Plan
 - a. Unit 3 (Submit) Journal Entry 5 : Social Interaction in Your Activities
- Week #12 Assignments - **Unit 4 – Healthy Habits & Monitoring System**
1. Unit 4 (Task)) Activity Logs & Analysis
 - a. Unit 4 (Submit) 1 Week Activity Log & Analysis
 - Submit assignment under **Activity LOG and Analysis #1**

- Week #13 Assignments **Unit 4 – Healthy Habits & Monitor System**
1. Unit 4 (Task) Sleep
 - a. Unit4 (Submit) Sleep Pre-Quiz
 2. Unit 4 (Task) Sleep
 - a. Unit 4 (Submit) Sleep Log & Analysis
- Week#14 Assignments – **Unit 4 – Healthy Habits & Monitor System**
1. Unit 4 (Task) Activity Logs & Analysis
 - a. Unit 4 (Submit) 1 Week Activity Log & Analysis
 - Submit assignment under **Activity LOG and Analysis #2**
- Week #15 Assignments – **Unit 4 – Healthy Habits & Monitoring System**
1. Unit 4 (Task) Nutrition
 - a. Introduction
 2. Unit 4 (Task) Nutrition
 - a. Portion Distortion – Why are Serving Sizes Important?
 3. Unit 4 (Task) Nutrition
 - a. Basal Metabolic Rate and Caloric Input – Why do we eat?
 4. Unit 4 (Task) Nutrition
 - a. Unit 4 (Submit) Daily Calorie Log & Analysis
- Week #16 Assignments – **Unit 4 – Healthy Habits & Monitoring System & Unit 5 – Movement And Motor Skills**
1. Unit 4 (Task) Activity Logs & Analysis
 - a. Unit 4 (Submit) 1 Week Activity Log & Analysis
 - Submit assignment under **Activity LOG and Analysis #3**
 2. Unit 5 (Task) Movement & Motor Skills
 - a. Unit 5 (Submit) Movement & Motor Skills Research Project
- Week #17 Assignments – **Unit 5 – Movement and Motor Skills**
1. Unit 5 (Task) Motor Skills and Skills-related Components of Fitness
 - a. Unit 5 (Submit) Journal 6 : Motor Skills and Skill-related Components of Fitness
 2. Unit 5 (Task) Correlation of Health-related and Skill-related Components of Fitness in My Activity
 - a. Unit 5 (Submit) Journal 7: Correlation of Health –related & Skill-related Components of Fitness in My Activity
- Week #18 Assignments – **Unit 4 – Health Habits & Monitoring System & Unit 6: Analyzing Progress of My Personal Fitness Plan**
1. Unit 4 (Task) Activity Logs & Analysis
 - a. Unit 4 (Submit) 1 Week Activity Log & Analysis
 - Submit assignment under **Activity LOG and Analysis #4**
 2. Unit 6 – (Task) Journal Entry 8 : Analyzing My Current Health Plan & Fitness Test Data
 - a. Unit 6 (Submit) Journal 8: Analyzing My Current Fitness & Health Plan
- Week #19 Assignments – **Unit 6 – Analyzing Progress of My Personal Fitness Plan**
1. Unit 6 (Submit) End of Course Assessment