

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## FIT FOR LIFE

**DATE:** December, 2007

**SUBJECT AREA:** Elective

**GRADE LEVEL(S):** 10-12

**COURSE LENGTH:** 1 Year

**GRADING:** A-F

**NUMBER OF CREDITS:** 5/Semester

**PREREQUISITES:** Fitness 1

### **COURSE DESCRIPTION:**

Fit for Life will focus on health as it relates to fitness. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activities for a lifetime. Emphasis is placed on students developing a personalized fitness program for a healthy lifestyle. The course will include exposure to a variety of movement activities involving, aerobic, cardiovascular, and muscular fitness, as well as speed, agility, and strength training. Also included will be units involving nutrition, anatomy, kinesiology, and physical education with a personal fitness emphasis, personal fitness and health, and emotional fitness and health.

### **GENERAL GOALS/PURPOSES:**

The goal of Fit for Life is to increase the students' knowledge and understanding of the relationship between fitness and good health, and to allow experiences that will lead to continued self-development and a commitment to health.

Students will:

- Demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- Explain and apply the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in physical activities.
- Explain, apply, and evaluate the use of the biomechanical principles of leverage, force, inertia, rotary motion, and opposition to achieve advance performance.
- Evaluate the interrelationships among physical, emotional, and cognitive factors affecting individual and team performance.
- Participate in challenging physical fitness activities that meet individual needs and interest using the principles of exercise.
- Identify and achieve levels of excellence in physical fitness that enhances physical and mental performance beyond the health-related standards as established in the State-mandated fitness test.
- Assess physical fitness levels and adjust physical activity to accommodate for changes in age, growth, and development.
- Justify the use of specific physical activities to achieve desired fitness goals.
- Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- Develop and implement an appropriate personal fitness program for a family, and/or community member.
- Explain how to evaluate consumer physical fitness products and programs.
- Evaluate the availability and quality of community fitness resources.
- Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.

- Use and analyze scientifically based data and protocols to self-assess the five components of fitness.
- Evaluate psychological benefits derived from regular participation in physical activity.
- Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- Identify the effects of age, ethnicity, socio-economic status, and culture on physical activity preferences.
- Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- Encourage others and be supportive and inclusive of all ability levels.
- Begin to develop a fitness level consistent with good health.
- Demonstrate responsible social behavior including respect for others while participating in movement activities.
- Develop a life-long fitness plan.

### **STUDENT READING COMPONENT:**

Students will:

- Complete research based assignments based on health as it relates to fitness
- Read and take written tests
- Research and read material on the human anatomy, exercise physiology, health and fitness, nutrition, speed/endurance training, and additional human performance related issues

### **STUDENT WRITING COMPONENT:**

Students will:

- Maintain a personal activity/fitness journal
- Take written tests
- Complete self and peer evaluations
- Write summaries of various health/fitness and nutrition articles
- Student will complete an individual future fitness plan

### **STUDENT ORAL COMPONENT:**

Students will:

- Utilize oral communication skills while participating in group activities
- Participate in daily class discussions
- Present oral presentations to classmates on health/fitness issues

### **DETAILED UNITS OF INSTRUCTION:**

#### **Standard 1**

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

#### **Standard 2**

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

#### **Standard 3**

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

#### **Standard 1 (Health)**

Students will understand ways in which they can enhance and maintain their own health and well-being.

**Standard 4 (Health)**

Students will play a positive, active role in promoting the health of their families.

**Standard 9 (Health)**

Students will know how to identify products, services, and information that may be helpful or harmful to their health

**Activity Units; Dispersed Throughout the Year:**

Team Sports	Bowling	Cycling	Orienteering
Golf	Tennis	Hiking	Power Walking
Aerobics	Badminton	Speed Stacking	Ultimate Frisbee
Weights	Frisbee Golf	Yoga	Swimming

**First Quarter:**

1. Intro to Kinesiology
  - a. Fundamentals of fitness
  - b. Safe and smart physical activity
  - c. Benefits of physical activity
2. Becoming and Staying Physically Fit
  - a. Self-assessment
  - b. Goal setting
3. Cardiovascular Fitness
4. Muscular Fitness

**Second Quarter**

5. Body Composition
6. Factors Affecting Fitness
  - a. Nutrition
  - b. Stress
7. Principles of Movement
8. Making Consumer Choices
9. Stress Management and Exercise

**Third Quarter**

10. Fitness/Wellness Perspective
11. Health Assessment and Measurement
12. Nutrition and Performance
  - a. Meal planning
  - b. Diet evaluation
13. Personal Fitness Concepts and Techniques

**Fourth Quarter**

14. Personal Program Planning
15. Mind /Body Relationship
16. Performance Enhancing Drugs

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:** None

**LAB FEE REQUIRED:** None

## **DISTRICT/ESLR'S TO BE ADDRESSED:**

### **Students will be:**

- **Self-Directed Learners:** As they achieve and maintain a health-enhancing level of physical fitness and exhibit a physically healthy lifestyle. In order to do so, this requires intrinsic motivation which is the essence of self-direction.
- **Effective Communicators:** As they demonstrate responsible social behavior including respect for all others. This requires the ability to communicate effectively with peers and teachers in all components of class, including movement activities, organized sports, and classroom activities.
- **Quality Producers/Performers:** As they become competent in many movement activities.
- **Constructive Thinkers:** As they understand how fitness correlates with health, and how and why they move in a variety of situations. Students will understand how culture, history, nutrition, and fitness correlate to health.
- **Collaborative Workers:** As they work together towards a common goal.
- **Responsible Citizens:** As they demonstrate responsible, personal, and social behavior while participating in movement activities, and classroom activities.