

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Fitness 2: Aerobics

DATE: March 2010

SUBJECT AREA: Physical Education

PROPOSED GRADE LEVEL(S): 10th - 12th

COURSE LENGTH: One Year

GRADING: A-F

NUMBER OF CREDITS: 5 per Semester

SUBJECT AREA CREDIT: Physical Education

PREREQUISITES: Fitness 1

COURSE DESCRIPTION:

Fitness 2: Aerobics is a course designed to provide students the opportunity to explore a variety of aerobic activities in search of one they can enjoy and participate in for a lifetime. Students will participate in a variety of activities including aerobic dance, cardio-kickboxing, step aerobics, circuit training, pilates, core training, jump rope, running, power walking, aqua aerobics, muscle toning, yoga, tumbling, self-defense, and stretching. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint or delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood.

GENERAL GOALS/PURPOSES:

- Develop proficient movement skills in each area of physical education.
- Use feedback to improve performance.
- Apply knowledge of scientific or bio-mechanic principles to improve personal performance.
- Be able to articulate the knowledge, skills, and confidence needed to maintain meaningful physical activity throughout their lifetime.
- Successfully transition from our physical education instructions program to participation in physical activity during adulthood.
- Individually be able to initiate and monitor their own participation in physical activity which their adult lifestyle will demand.
- Examine practices that allow for sound decision making to enhance successful participation in movement activities.
- Exhibit a physically active lifestyle and understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.
- Develop and maintaining positive self-image and strive to become the best that they can be through planned physical activities.

STUDENT READING COMPONENT:

Students will:

- Complete research based assignments.
- Utilize activity study guides.
- Read and take written test.
- Research information regarding the relationship between history and culture as it relates to aerobics.
- Research career opportunities in Physical Education and related fields.

STUDENT WRITING COMPONENT:

Students will:

- Take written test.
- Write self and peer evaluations.
- Maintain a personal activity/fitness journal.
- Write a personal fitness portfolio that relates to total wellness.
- Understand how growth in height and weight influences the mechanical nature of performance in physical activities.

STUDENT ORAL COMPONENT:

Students will:

- Utilize oral communication skills while participating in class activities that foster positive, responsible, personal, and social behaviors.
- Participate in daily class discussions.
- Discuss the importance of balanced nutrition for maintaining a healthy lifestyle.
- Describe long-term physiological, psychological, and other benefits that may result from participation in physical activity.

DETAILED UNITS OF INSTRUCTION/CONTENT:

Activity Units:

Activity units may vary according to school site and facilities.

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|----------------------|------------------|
| a. Aerobic Power | b. Walking |
| c. Aqua-Aerobics | d. Running |
| e. Cardio-Kickboxing | f. Self Defense |
| g. Circuit training | h. Step Aerobics |
| i. Dual-athlon | j. Stretching |
| k. Jump Rope | l. Tumbling |
| m. Pilates Yoga | |

Content Units:

1. Safety rules and principles.
2. Five components of health.
3. Health risk factors of aerobics participation.
4. Body composition and implications on health and fitness.
5. Heart rate—computation, regulation, implications.
6. Muscles/Anatomy
7. Biomechanics/Analysis of movement.
8. Nutrition
9. Steroids and performance enhancing drugs
10. Becoming and staying physically fit.
 - a. self assessment
 - b. goal setting
11. Cardiovascular fitness
12. Stress Management and exercise.
13. Fitness/Wellness Perspective
14. Mind/Body Relationship
15. Personal Program planning

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- 1. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**
 - 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
 - 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
 - 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
 - 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
 - 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.
 - 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
 - 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
 - 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/ tumbling, and team activities.
 - 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
 - 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
 - 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
 - 1.12 Evaluate independent learning of movement skills.

- 2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**
 - 2.1 Participate in moderate to vigorous physical activity at least four days each week.
 - 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
 - 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
 - 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
 - 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
 - 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
 - 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
 - 2.8 Explain how to evaluate consumer physical fitness products and programs.
 - 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
 - 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.

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

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CSTs:

Writing, Reading, Language Arts, Math, Social Science and Science

LAB FEE: None

DISTRICT ESLR'S TO BE ADDRESSED:

1. **Self Directed Learners:** Achieve and maintain a health-enhancing level of physical fitness and exhibit a healthy lifestyle.
2. **Effective Communicators:** Demonstrate responsible social behavior including respect for all others.
3. **Quality Producers/Performers:** Students will become competent in many movement activities.
4. **Constructive Thinkers:** Understand how fitness correlates with health, how and why they move in a variety of situations. Students will understand how culture, history, nutrition, and fitness relate to health.
5. **Collaborative Workers:** Work together towards a common goal.
6. **Responsible Citizens:** Demonstrate responsible, personal, and social behavior while participating in movement activities, and classroom activities.