

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Fitness 2: Fit for Life

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: 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:

- 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 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:

The goal of Fitness 2: 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.

Activity Units; Dispersed Throughout the Year:

- | | | |
|------------------|---------------------|-------------------|
| a. Team Sports | b. Bowling | c. Cycling |
| d. Golf | e. Tennis | f. Hiking |
| g. Aerobics | h. Badminton | i. Speed Stacking |
| j. Weights | k. Frisbee Golf | l. Yoga |
| m. Power Walking | n. Ultimate Frisbee | o. Swimming |
| p. Orienteering | | |

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

1. Body Composition
2. Factors Affecting Fitness
 - a. Nutrition
 - b. Stress
3. Principles of Movement
4. Making Consumer Choices
5. Stress Management and Exercise

Third Quarter

1. Fitness/Wellness Perspective
2. Health Assessment and Measurement
3. Nutrition and Performance
 - a. Meal planning
 - b. Diet evaluation
4. Personal Fitness Concepts and Techniques

Fourth Quarter

1. Personal Program Planning
2. Mind /Body Relationship
3. Performance Enhancing Drugs

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.

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

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

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

LAB FEE REQUIRED: None

DISTRICT/ESLR'S TO BE ADDRESSED:

- **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.