DATE: November 2012

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: Course 1, 2 or Instructor permission

COURSE DESCRIPTION:
Course 3: 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-mechanics 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.

a. AerobicPower  b. Walking
  c. Aqua-Aerobics  d. Running
  e. Cardio-Kickboxing  f. Self Defense
  g. Circuit training  h. Step Aerobics
  i. Dual-athalon  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.
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
13. Fitness/Wellness Perspective
14. Mind/Body Relationship

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15. Personal Program planning

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

**Standard 1: Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.**

1.1 Demonstrate advanced knowledge and skills in two or more aerobic activities, selecting one or more from each of the following categories:

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic dance</td>
<td>Cross-country skiing</td>
</tr>
<tr>
<td>Running</td>
<td>Cycling</td>
</tr>
<tr>
<td>Skating</td>
<td>Rowing</td>
</tr>
<tr>
<td>Swimming</td>
<td>Triathlon</td>
</tr>
<tr>
<td></td>
<td>Walking</td>
</tr>
</tbody>
</table>

1.2 Identify the characteristics and critical elements of a highly skilled performance in aerobic activities and demonstrate them.

1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.

1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of aerobic activities.

1.5 List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.

1.6 Demonstrate independent learning of movement skills in aerobic activities.

**Standard 2: Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.**

2.1 Identify and achieve a personal level of excellence in physical fitness.

2.2 Engage independently in physical activity that increases aerobic capacity.

2.3 Evaluate goal-setting and other strategies as effective tools for maintaining and increasing adherence to a personal physical activity program.

2.4 Measure health-related physical fitness periodically and adjust physical activity to achieve fitness goals.

2.5 Identify and explain the positive effects of participation in aerobic activity on personal health.

**Standard 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 Engage independently in aerobic activities.

3.2 Develop personal goals to improve performance in aerobic activities.

3.3 Compare and contrast the effective leadership skills used in aerobic activities and those used in other physical activities.

3.4 Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.

3.5 Evaluate the risks and safety factors that may affect participation in aerobic activities throughout a lifetime.

*Social Interaction*

3.6 Invite others to join in aerobic activity.

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3.7 Explain how to select and modify aerobic activities to allow for participation by younger children, the elderly, and individuals with special needs.

3.8 Analyze the role of social interaction in the successful participation in and enjoyment of aerobic activities.

**Group Dynamics**

3.9 Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities.

3.10 Analyze the role that cooperation and leadership play in aerobic activities.

3.11 Engage in aerobic activities both in school and outside school.

**Grading and Evaluation**

Standard FCUSD grading scales reflect the following: A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = Below 60%.

The following grading procedure will be used:

- Participation
- Portfolio
- Concepts and written work
- Learning and performance of physical activities

**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.

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