

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY
DRAFT**

COURSE TITLE:	Personal Fitness Level I
COURSE NUMBER:	8930
CALPADS NUMBER:	2513
CST:	None
DEPARTMENT:	Physical Education
NCLB TEACHER CREDENTIAL REQUIREMENTS:	To be determined by the Credential Analyst in Personnel
LENGTH OF COURSE:	One Semester or One Year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S):	10th-12th
GRADUATION REQUIREMENT OR ELECTIVE:	Elective
PREREQUISITES:	None

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will learn how to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will gain an awareness of the career paths related to personal fitness and conditioning.

COURSE OUTLINE:

1. MAJOR GOALS PERTAINING TO PERSONAL FITNESS

- 1.1 Recognize effective movement skills for personal fitness
- 1.2 Discuss the essentials of efficient movement
- 1.3 Develop a personal program for health-enhanced level of physical fitness
- 1.4 Identify a physically active lifestyle
- 1.5 Develop knowledge of career paths related to personal fitness and conditioning

2. PERFORMANCE OBJECTIVES:

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

- 2.2 Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- 2.3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

3. CONTENT OUTLINE:

- 3.1 Standard 3: Introduction to Personal Fitness
 - 3.1.1 Philosophy
 - 3.1.2 Class Curriculum, Expectations, Grading Policy
 - 3.1.3 Classroom Rules and Procedures
 - 3.1.4 Locks and Locker Room Procedure
 - 3.1.5 Dressing Policy
- 3.2 Standard 2: Fitness Pre-Test
 - 3.2.1 Assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement
- 3.3 Standard 2: Physical Fitness Concepts and Techniques
 - 3.3.1 Apply principles of resistance training for strength and endurance
 - 3.3.2 Apply principles of cardiovascular endurance training
 - 3.3.3 Apply principles of flexibility and balance training
 - 3.3.4 Identify personal goal in physical fitness
 - 3.3.5 Describe techniques for self pacing to determine target heart rate
 - 3.3.6 Recognize proper warm up and cool down techniques as they relate to specific workouts
- 3.4 Standard 3: Social Skills and Cooperative Activities
 - 3.4.1 Recognize personal and social responsibility
 - 3.4.2 Indicate conflict resolution skills
 - 3.4.3 Express social skills: Encouragement, Active listening, Courtesy
 - 3.4.4 Select cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives
- 3.5 Standard 2: Cardio-respiratory Endurance Training
 - 3.5.1 Describe cardiovascular fitness activities designed to reduce body fat
 - 3.5.2 Identify strength training activities designed to strengthen large muscle groups
 - 3.5.3 Assess goal for personal fitness and make adjustments to cardiovascular activities in fitness program as necessary
 - 3.5.4 Participate in a variety of cardio-respiratory activities
 - 3.5.5 Demonstrate an awareness of opportunities for physical fitness in the community
- 3.6 Standard 2: Nutrition
 - 3.6.1 Define a calorie
 - 3.6.2 Describe how a calorie relates to food and your body
 - 3.6.3 Discuss latest dietary guidelines from the United States Department of Agriculture (USDA)

- 3.6.4 Identify recipes for meals that meet USDA dietary guidelines
- 3.6.5 Practice journaling food intake to reassess and adjust personal fitness plan as necessary
- 3.7 Standard 2: Resistance Training
 - 3.7.1 Select a resistance program to implement in personal fitness plan
 - 3.7.2 Compare and contrast resistance programs for muscle endurance and muscle strength
 - 3.7.3 Participate in consistent resistance training program
- 3.8 Standard 2: Flexibility Training and Relaxation Techniques
 - 3.8.1 Recognize importance of including flexibility and relaxation strategies for successful personal fitness program
 - 3.8.2 Demonstrate various types of flexibility exercises
 - 3.8.3 Develop basic competency in relaxation and breathing techniques
- 3.9 Standard 2: Fitness Post Test
 - 3.9.1 Reassess personal fitness and compare scores to pre-test scores and personal goals
 - 3.9.2 Record data on fitness software
- 3.10 Standard 3: Closure
 - 3.10.1 Evaluate and implement fitness and activity plans
 - 3.10.2 Reflection
 - 3.10.3 Locker Room Shut-Down

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- 4.1 Demonstrations – by teacher, student(s), or experts on video
- 4.2 Lecture
- 4.3 Modeling
- 4.4 Guided practice
- 4.5 Group discussion
- 4.6 Student centered learning to include:
 - Peer coaching
 - Reciprocal teaching
 - Checklists
 - Video (peer and self-analysis)
 - Guided discovery
 - Stations and circuits
 - Task cards
 - Computer lab

5. EVALUATION OF STUDENT PROGRESS:

- 5.1 Journals and logs
- 5.2 Portfolios
- 5.3 Checklists
- 5.4 Rubrics of performance assessments during activity
- 5.5 Quizzes and tests

- 5.6 Projects (rubric assessed)
- 5.7 Video
- 5.8 Computer software
- 5.9 Fitnessgram

6. TIME ESTIMATES:

- 6.1 Introduction to Personal Fitness (1 week)
- 6.2 Fitness Pre-Test (2 weeks)
- 6.3 Physical Fitness Concepts and Techniques (4 weeks – ongoing)
- 6.4 Social Skills and Cooperative Activities (2 weeks)
- 6.5 Cardio-respiratory Fitness (7 weeks – ongoing)
- 6.6 Nutrition (6 weeks)
- 6.7 Resistance Training for Muscular Strength and Endurance (6 weeks – ongoing)
- 6.8 Flexibility Training and Relaxation Techniques (6 weeks – ongoing)
- 6.9 Fitness Post Test (2 week)
- 6.10 Closure (1 week)

7. INSTRUCTIONAL MATERIALS:

- 7.1 Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- 7.2 Portable stereo with CD player and iPod connection
- 7.3 Wireless microphone and speaker system
- 7.4 Stopwatches
- 7.5 Clipboards (teacher and students class set) and pencils
- 7.6 Equipment appropriate to the unit: acquire from the District Stock Catalog and/or Physical Education Equipment Catalogs (i.e.: Sporttime, Gopher, Education Company, etc.)
- 7.7 Heart Rate Monitors
- 7.8 Fitnessgram Software and fitness testing equipment (skin fold calipers, tape or CD of push-ups and curl-ups cadence, rulers, mat with line for curl-ups, software)
- 7.9 Music CDs
- 7.10 Aerobics and/or exercise equipment

Sample Lesson Plan: Mile Improvement

Standard to be taught: 2.4 Use physical fitness test results to set and adjust goal to improve fitness

Assessment:

- 1. Observation
- 2. Peer Visual Assessment
- 3. Journal

Teaching strategies:

1. Lecture
2. Guided Practice
3. Group Discussion

Student activities:

1. Mile Improvement
 - a. Lecture
 1. Discuss goal setting
 - a. What is the healthy fitness zone for your age group?
 - b. How do you fit into the healthy fitness zone?
 - c. What methods are used to help you achieve improvement in your mile time (goal setting)?
 2. Pacing
 - a. What is pacing while running the mile?
 - b. How do you pace yourself while running the mile?
 - b. Guided Practice
 1. Run a timed mile
 - c. Group Discussion
 1. Record results of mile time
 2. Think-pair-share
 - a. Did you meet your mile goal?
 - b. Are you in the healthy fitness zone?
 - c. What activities can help to improve your mile time?
 - d. What is your goal for the next mile?

Resources:

1. Fitness and Conditioning DVDs/videos
2. Internet
3. Fitness Magazines

Committee Members:

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|---------------------|--------------------------------------|----------------------------|
| 1. Melinda Hall | Director of Curriculum & Instruction | Curriculum & Instruction |
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| 3. Mandy Loushin | Physical Education Teacher | Ygnacio Valley High School |
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