

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

COURSE TITLE:	Aerobics II
COURSE NUMBER:	8980
CALPADS NUMBER:	2507
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, 11th, 12th
GRADUATION REQUIREMENT OR ELECTIVE:	Elective
PREREQUISITES:	Completion of Aerobics I

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course is designed to give students the opportunity to further their learning of intermediate to advanced aerobic routines and training techniques used for achieving optimal physical fitness. Students will build upon the skills learned in Aerobics I. Students will continue to put in practice comprehensive weight training and cardio-respiratory endurance activities. Students will learn intermediate to advanced aerobic steps as well as complex aerobic dance combinations. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will develop an understanding of the career paths related to group exercise and fitness.

COURSE OUTLINE:

1. MAJOR GOALS PERTAINING TO AEROBICS & FITNESS

- 1.1 Evaluate efficient movement skills required for lifelong fitness
- 1.2 Synthesize fundamentals of movement
- 1.3 Apply skills, knowledge and interest to independently maintain an active lifestyle
- 1.4 Develop knowledge of career paths related to Aerobics II and fitness

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 Aerobics II
 - 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 Demonstrate principles of muscle building
 - 3.3.2 Discuss physiological principles involved in human movement during exercise
 - 3.3.3 Assess individual fitness goal and adjust individual fitness plan
 - 3.3.4 Evaluate physical fitness scores and compare to state scores
 - 3.3.5 Choose a recreational aerobics activity in the community and participate in this activity
 - 3.3.6 Analyze current trends in aerobics and fitness activities
- 3.4 Standard 3: Social Skills and Cooperative Activities
 - 3.4.1 Demonstrate personal and social responsibility
 - 3.4.2 Interpret conflict resolution skills
 - 3.4.3 Employ social skills: Encouragement, Active listening, Courtesy
 - 3.4.4 Practice cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives
- 3.5 Standard 2: Nutrition As It Applies To Aerobics II
 - 3.5.1 Analyze nutrient values of food guide pyramid and design individual healthy meal plan
 - 3.5.2 Write a report rating various foods based on the information on nutrition labels
 - 3.5.3 Synthesize ideal balance of food choices and exercise for weight management, loss, or gain
- 3.6 Standard 1: Step Aerobics

- 3.6.1 Review and apply safety techniques (including step set-up, foot positioning and placement, spatial awareness, instructional cues and techniques)
- 3.6.2 Demonstrate intermediate to advanced step moves (around the world, charlie kick, diagonal, skate, etc.)
- 3.6.3 Design intermediate step routines
- 3.6.4 Develop repertoire of muscle conditioning exercises utilizing the step
- 3.7 Standard 1: High/Low Impact Aerobics
 - 3.7.1 Review safety techniques (including foot positioning, spatial awareness, modifications for ability and fitness levels, pacing techniques, instructional cues and techniques)
 - 3.7.2 Demonstrate intermediate to advanced high impact and low impact aerobic dance movements (bosu hops, bosu jacks, bosu mountain climbers, step lunges, step squats, step hops, intermediate jumping jack variations, arm patterns)
- 3.8 Standard 2: Cardio-respiratory Fitness
 - 3.8.1 Employ efficient movement techniques in cardio-respiratory activities
 - 3.8.2 Analyze heart rates during cardio-respiratory activities
 - 3.8.3 Assess cardio-respiratory fitness and set new goals to improve fitness levels
 - 3.8.4 Participate in a variety of cardio-respiratory activities including i.e., cycling, shadow boxing, interval training, incline running, distance running, bootcamp activities
- 3.9 Standard 1: Aqua Aerobics
 - 3.9.1 Review basic water safety including pool rules and regulations
 - 3.9.2 Utilize props including i.e., foam dumbbells, kickboards, running, resistance water gloves to apply principles of water resistance to enhance effectiveness of the workout
 - 3.9.3 Demonstrate proficient aqua exercises with added resistance
 - 3.9.4 Review and perform water movements to improve fitness utilizing a variety of flotation devices
- 3.10 Standard 2: Review Resistance Training for Muscular Strength and Endurance
 - 3.10.1 Review safety techniques (spotting, proper body alignment, lifting techniques, spatial awareness, and proper breathing techniques)
 - 3.10.2 Apply proper weight training principles and concepts in order to achieve desired results
 - 3.10.3 Perform intermediate to advanced resistance exercises (including free weights, hand weights, barbells, weight machines, exercise bands and tubing, medicine balls, fit balls, bosus)
- 3.11 Standard 2: Review Flexibility Training and Relaxation Techniques
 - 3.11.1 Review safety techniques (stretching protocol; breathing and relaxation techniques)
 - 3.11.2 Review and demonstrate an understanding of the intermediate to advanced types of flexibility exercises (i.e., yoga positions, principles of pilates)

- 3.11.3 Apply relaxation and breathing techniques to reduce stress and consciously bring sense of calmness to stressful situations
- 3.12 Standard 2: Fitness Post Test
 - 3.12.1 Reassess personal fitness and compare scores to pre-test scores and personal goals
 - 3.12.2 Record data on fitness software
- 3.13 Standard 3: Closure
 - 3.13.1 Evaluate and implement fitness and activity plans
 - 3.13.2 Reflection
 - 3.13.3 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 Aerobics (1 week)
- 6.2 Fitness Pre-Test (2 weeks)
- 6.3 Physical Fitness Concepts and Techniques (3 weeks – ongoing)
- 6.4 Nutrition (2 weeks)

- 6.5 Step Aerobics (4 weeks)
- 6.6 High/Low Impact Aerobics (4 weeks)
- 6.7 Cardio-respiratory Fitness (4 weeks – ongoing)
- 6.8 Aqua Aerobics (3 weeks)
- 6.9 Resistance Training for Muscular Strength and Endurance (4 weeks – ongoing)
- 6.10 Flexibility Training and Relaxation Techniques (2 weeks – ongoing)
- 6.11 Contemporary Aerobic Activities (4 weeks)
- 6.12 Fitness Post Test (2 weeks)
- 6.13 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: Zumba Group Presentation

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

Assessment:

1. Observation
2. Peer Visual Assessment
3. Rubric

Teaching strategies:

1. Demonstration
2. Modeling
3. Guided Practice

Student activities:

1. Zumba Group Presentation

- a. Demonstrate steps in a Zumba routine
 1. Review salsa, mambo
 2. Review mambo
 3. Review cumbia
 4. Review merengue
 5. Review shuffle
 6. Review side lunge
- b. Teacher cues steps and students model
- c. Group practice
- d. Students present individual Zumba routine
- e. Students apply previously learned Zumba movements to develop and present an aerobics Zumba routine

Resources:

1. Kickboxing Aerobics video or DVD
2. Internet
3. Group Exercise Fitness classes

Committee Members:

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|---------------------|--------------------------------------|----------------------------|
| 1. Melinda Hall | Director of Curriculum & Instruction | Curriculum & Instruction |
| 2. Spooimai Habibi | Curriculum Specialist | Curriculum & Instruction |
| 3. Mandy Loushin | Physical Education Teacher | Ygnacio Valley High School |
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