

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

<b>COURSE TITLE:</b>	<b>Personal Fitness Level II</b>
<b>COURSE NUMBER:</b>	<b>8940</b>
<b>CALPADS NUMBER:</b>	<b>2513</b>
<b>CST:</b>	<b>None</b>
<b>DEPARTMENT:</b>	<b>Physical Education</b>
<b>NCLB TEACHER CREDENTIAL REQUIREMENTS:</b>	<b>To be determined by the Credential Analyst in Personnel</b>
<b>LENGTH OF COURSE:</b>	<b>One Semester or One Year</b>
<b>CREDITS PER SEMESTER:</b>	<b>5</b>
<b>GRADE LEVEL(S):</b>	<b>10<sup>th</sup>-12<sup>th</sup></b>
<b>REQUIRED OR ELECTIVE:</b>	<b>Elective</b>
<b>PREREQUISITES:</b>	<b>None</b>

**BOARD OF EDUCATION ADOPTION:**

**COURSE DESCRIPTION:**

This course is designed to give students the opportunity to further their learning of fitness concepts and conditioning techniques taught in Physical Fitness, Level I. Students will take part in comprehensive weight training and cardio-respiratory endurance activities. Students will demonstrate an understanding of intermediate fundamentals of strength training, aerobic training and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will develop an understanding of how to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students will demonstrate an understanding of the career paths related to personal fitness and conditioning.

**COURSE OUTLINE:**

**1. MAJOR GOALS PERTAINING TO PERSONAL FITNESS**

- 1.1 Evaluate efficient movement skills required for lifelong fitness
- 1.2 Appraise fundamental movements in various group exercise formats
- 1.3 Value an improved health-enhancing level of physical fitness
- 1.4 Design a personal fitness program derived from the knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity
- 1.5 Develop knowledge of career paths related to personal 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: Personal Fitness 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 resistance training for strength and endurance
  - 3.3.2 Demonstrate principles of cardiovascular endurance training
  - 3.3.3 Demonstrate principles of flexibility and balance training
  - 3.3.4 Apply personal goal in physical fitness
  - 3.3.5 Analyze techniques for self pacing to determine target heart rate
  - 3.3.6 Distinguish 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 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: Cardio-respiratory Endurance Training
  - 3.5.1 Practice cardiovascular fitness activities designed to reduce body fat
  - 3.5.2 Practice strength training activities designed to strengthen large and small muscle groups
  - 3.5.3 Appraise 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 Collect nutritional information from a fast food chain and calculate the total amount of calories for a typical meal

- 3.6.2 Compare and contrast nutritional information from various fast food chains and restaurants
- 3.6.3 Compose a list of healthy alternatives at fast food chains
- 3.6.4 Recognize how food choices affect how bodies develop and function
- 3.7 Standard 2: Resistance Training for Muscular Strength and Endurance
  - 3.7.1 Compare various resistance programs to fit different goals
  - 3.7.2 Participate in a resistance program three times per week
  - 3.7.3 Develop a resistance training program for a classmate based on their goals
- 3.8 Standard 2: Flexibility Training and Relaxation Techniques
  - 3.8.1 Analyze importance of including flexibility and relaxation strategies for successful personal fitness program
  - 3.8.2 Design a program of various types of flexibility exercises and formats
  - 3.8.3 Demonstrate 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 Games (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: Push Up 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. Push Up 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 push up testing (goal setting)?
    2. Types of activities to increase chest, shoulders, arms, and back strength
      - a. Bosu push ups
      - b. Plank on stability ball
      - c. Push ups on stability ball
      - d. Feet on stability ball/decline push ups
      - e. Side plank
  - b. Guided Practice
    1. Push up practice test
  - c. Group Discussion
    1. Record results of push up test
    2. Think-pair-share
      - a. Did you meet your push up goal?
      - b. Are you in the healthy fitness zone?
      - c. What other activities can help to improve your push up score?
      - d. What is your goal for the next practice test?

**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   |
| 2. Spoogmai Habibi  | Curriculum Specialist                | Curriculum & Instruction   |
| 3. Mandy Loushin    | Physical Education Teacher           | Ygnacio Valley High School |
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| 5. Scott Wood       | Physical Education Dept. Chair       | College Park High School   |
| 6. Jennifer Garcia  | Physical Education Dept. Chair       | Clayton Valley High School |
| 7. Megan Coddington | Physical Education Dept. Chair       | Concord High School        |
| 8. Yvonne McClain   | Physical Education Dept. Chair       | Mt. Diablo High School     |
| 9. Cesar Ortiz      | Physical Education Dept. Chair       | Ygnacio Valley High School |
| 10. Bob Johnson     | Physical Education Dept. Chair       | Northgate High School      |