

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Sports Leadership

DATE: November 2012

SUBJECT AREA: Elective

PROPOSED GRADE LEVEL(S): 6th

COURSE LENGTH: 1 Year (3 trimester courses)

GRADING: A-F

NUMBER OF CREDITS: N/A

PREREQUISITES: None

COURSE DESCRIPTION:

This elective wheel will consist of three trimester courses: 1) Fitness and Nutrition for Life; 2) Leadership and Team Dynamics; 3) Success, Careers and Colleges.

1. **Trimester 1: Fitness and Nutrition for Life:** This course is an introduction to the field of nutrition and how fitness attributes to overall lifelong health. Students will study energy balance, heart rate, heart function, fat, carbohydrates, protein, the FIT principle, protein, flexibility, muscles, and bones. Students will learn to create a personalized fitness program for a healthy lifestyle. Students will be exposed to a variety of movement activities.
2. **Trimester 2: Leadership and Team Dynamics:** This course is designed to teach the basic concepts of team dynamics and leadership roles, group process, team building, time management, sportsmanship and project planning. Students will have the opportunity for personal development in self-esteem, positive sporting behaviors, and group learning.
3. **Trimester 3: Success, Careers and Colleges:** In this course students will have an opportunity to develop positive study and research skills. Students will work in the computer lab researching career and college choices. Students will explore their own abilities, ambitions, and dreams to learn by researching information related to their desires. They will learn how these components can help them plan for a future career and successful life.

COURSE GOALS/PURPOSE:

Fitness and Nutrition for Life:

- Name and describe the characteristics of food sources and nutrients.
- Discuss the effects of food intake and understand nutrient requirements.
- Explain the difference between energy and non energy yielding nutrients.
- Describe the factors associated with weight control, including causes of obesity, methods of assessing body composition, and good and poor treatments for obesity.
- State the benefits associated with physical activity, the components for a good fitness and health plan, and the fuels that are necessary for physical performance and daily activity.
- Describe how nutrition and lifestyle choices are impacted during childhood and adolescence and through adulthood and aging.

Leadership and Team Dynamics:

- Learn the importance of leadership and positive teamwork.
- Describe characteristics of a good leader.
- Research a positive leader in the world and create a presentation.
- Work positively and productively with classmates to reach a common goal.
- Responsibility in group efforts.
- Develop a positive attitude to working in teams/groups.
- Promote good human relations in the school.

- Provide a positive experience in citizenship and leadership.
- Promote positive self-esteem.

Success, Careers and Colleges:

- Expose students to a variety of study skills.
- Explore abilities, ambitions, and dreams to learn how their knowledge can help them plan for a future career and successful life.
- Empower students to take responsibility for planning and engaging in their own college and career road map.
- Provide the framework for students to promote a college-success culture among peers
- Research career and college options.
- Set realistic and attainable goals.

STUDENT READING COMPONENT:

- All students will be required to read for comprehension, to identify main ideas, use information from a variety of resources, compare and contrast, and be able to problem solve. Students will use language or word meanings within the appropriate context, and show ability to verify those meanings by definition, restatement, and/or example.

STUDENT ORAL COMPONENT:

- Students will present to the class individually and with a group throughout the school year.
- Students will have the opportunity for group and class discussions throughout the school year.

DETAILED UNITS OF INSTRUCTION:

Students will keep a portfolio of student work throughout the year. Notes, activities, and class work will be added to the portfolio.

Fitness and Nutrition for Life:

Teacher's text book:

Physical Activity and Nutrition for Health, Human Kinetics, Hopper, Fisher, Munoz, 2008

Teacher resources: www.kidshealth.org, www.choosemyplate.gov, www.brainpop.com

Unit 1: Energy Connection

- Calories
- Energy Balance
- Heart Function
- Heart Rate

Unit 2: Food for a Workout

- Fat
- Carbohydrate
- Cardiorespiratory fitness
- Frequency, Intensity, and Time

Unit 3: Power Fitness

- Protein
- Fluid
- Types of Flexibility
- Muscles and Bones

Unit 4: Promoting a Healthy Lifestyle

- My Pyramid Food Guide
- Food Portions
- Balanced Diets
- Goal Setting

Leadership and Team Dynamics:

Unit 1: Teambuilding and Sportsmanship

- Work on activities that will assist in becoming a stronger team player; activities that build trust, communication, and competency.
- Identity and define the role of each participant in a cooperative physical activity.

Unit 2: Problem solving and decision making

- Brainstorming
- Idea mapping and problem solving to address needs of the classroom/project.

Unit 3: Goal Setting:

- Setting personal long term goals for academic achievement and fitness
- Setting personal short term goals for academic achievement and fitness

Unit 4: Project planning

- Assist with class projects by understanding roles in project planning and implementation

Unit 5: Personal development and self esteem

- Work on identifying personal strengths and weaknesses.
- Work on team building and project assessment as a means to determine personal growth throughout the year.

Unit 6: Communication Skills

- Develop public speaking skill
- Communication via letter/email phone conversations
- Work with the community

Unit 7: Conflict Resolution

- Decision making skills
- Conflict management

Success, Careers, and Colleges:

Unit 1: Study skills

- Variety of note taking strategies
- Listening skills

Unit 2: Time management

- How to plan for homework study time
- Productively use time in a variety of activities

Unit 3: Why Higher Education?

- Discuss why college is important
- The value of a college education

Unit 4: Imagining Your Future

- Analyze desires for the future
- Analyze the costs associate with goals for the future and how to reach those goals

Unit 5: Exploring Career Options

- Research career options and the education needed for those professions

Unit 6: Researching Colleges

- Learn about different college systems and campuses to find out which ones they might want to attend
- Explore college life via media sources as well as a campus visit (all 6th & 7th graders attend a college trip with the school)

Unit 7: Financial Literacy for College

- Students learn about the costs of attending college
- Different types of financial aid available to help them pay for their college education

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

CA Physical Education Sixth Grade Standards:

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
- 3.2 Compare individual physical fitness results with research-based standards for good health.
- 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- 3.6 Monitor the intensity of one's heart rate during physical activity.
- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
- 4.6 List the long-term benefits of participation in regular physical activity.
- 4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

Self-Responsibility

- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.

Social Interaction

- 5.3 Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics

- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

LAB FEE:

None

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self directed learners:** As they achieve a health-enhancing level of physical fitness. Effectively participate in group dynamics by positively engaging with classmates.
- **Effective communicators:** As they demonstrate responsible social behavior including respect for all others. Students will have the ability to communicate effectively with peers and teachers in all components of class, including health/nutrition lessons, leadership/team dynamics, success and career and college information.
- **Quality Producers/Performers:** As they read, write, and present information discussed and researched.
- **Constructive Thinkers:** As they use self reflection to assess their study skills, build skills in team/group work, and contemplate their future career and college choices.
- **Collaborative workers:** As they study group dynamics, group process, and group presentations.
- **Responsible Citizens:** As they will develop a better understanding of themselves and the world around them. Students will focus on improving their own health, cooperation with other students, and success strategies that will help in the future.

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