

Lifetime Fitness: Personal Fitness / Biking / Self-Defense / Swim Fitness & Water Games (#0059)

Description	This course is designed for the student who is looking for a wide variety of lifetime activities. Students will develop cardiovascular fitness, strength, and flexibility. The student will be able to design and implement a fitness plan. Biking will provide an opportunity ride and learn. Biking maintenance, safety, trail design, and biking skills will be practiced. Participants must bring their own bike and helmet. Students will participate in a variety of aquatic conditioning activities
Minutes per Week	275 minutes per week for one semester each year for grades 10, 11, and 12
Textbooks/Resources	Williams, Charles S.; Harageones, Emmanouel G.; Johnson, Dewayne J.; Smith, Charles D. Kendall/Hunt Publishing Co. <i>Personal Fitness: Looking Good-Feeling Good</i> . 2000. ISBN 0787247278 Jackson, Allen W.; Morrow, James R.; Hill, David W.; Dishman, Rod K. Human Kinetics Publishers. <i>Physical Activity for Health and Fitness</i> . ISBN 0736052054
Required Assessments	District-wide, standards-based assessments & Fitnessgram
Board Approved Revised	October, 2005

AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

AASD Physical Education Standards for Grades 9-12 Students

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| <p>I. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> | <ul style="list-style-type: none"> A. Demonstrates proficient skills to participate in advanced play of some activities. B. Demonstrates mature movement forms in a variety of activities ranging from individual to lifetime activities. C. Demonstrates and describes offensive, defensive and transitional skills and strategies in individual and team sports. D. Supports teammates by movement and spacing in invasion, net and field games. E. Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities. F. Operate a bike, kayak, or canoe safely and skillfully in a natural environment. G. Identifies, explains, and applies the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities. |
| <p>II. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <ul style="list-style-type: none"> A. Develops an appropriate personal wellness program for lifetime fitness activity. B. Plan a personal conditioning program. C. Identifies the differences and benefits of both functional fitness training and traditional weight training. D. Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance. E. Explains appropriate tactical decisions in a competitive activity. F. Self assesses performance and makes appropriate corrections. G. Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities. |
| <p>III. Participates regularly in physical activity.</p> | <ul style="list-style-type: none"> A. Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle. B. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week. C. Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs. D. Establishes goals by identifying strengths and weaknesses using personal fitness assessments. E. Compares health and fitness benefits derived from various physical activities. F. Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span. |

AASD Physical Education Standards for Grades 9-12 Students

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| IV. Achieves and maintains a health-enhancing level of physical fitness. | <ul style="list-style-type: none">A. Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.B. Identifies a variety of activities and how often they should be done to improve all health-related fitness components.C. Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.D. Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. |
| V. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | <ul style="list-style-type: none">A. Solves conflicts agreeable to both parties.B. Adjusts participation level and personal behavior to make activities inclusive for everyone.C. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.D. Exhibits respectful and mature behavior to contribute to a positive learning environment.E. Identifies positive and negative peer influences. |
| VI. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | <ul style="list-style-type: none">A. Participates in activity outside of school for self-enjoyment.B. Identifies reasons to participate in physical activity in the local community.C. Describes the correlation that being physically active leads to a higher quality of life.D. Demonstrates through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.E. Take appropriate leadership or supportive roles in activities.F. Describes the positive feelings that result from physical activity participation alone and with others. |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>1. Understand the benefits of physical activity and health to personal fitness</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands physical obesity and activity trends. b. understands how physical activity affects health. c. understands physical fitness. d. understands health risk factors of inactivity. e. understands the benefits of physical activity. f. explains the relationship between wellness and personal fitness. g. performs a pre-assessment of health related fitness. h. develops a personal fitness plan. i. understands goal setting techniques and develop an action plan. 	<ul style="list-style-type: none"> • Fitness test • Checklist • Rubric • Web-based assessment • Written assignments • Skills test • Heart rate monitors
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		
<p>2. Understand the principles of training and exercise guidelines</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands proper exercise equipment. b. understands safety precautions (e.g. facilities, sports, and health risks of exercise). c. applies the FITT principles. d. analyzes effectiveness of personal fitness plan. e. understands individual differences in developing a plan. 	<ul style="list-style-type: none"> • Heart rate monitors • Fitness test • Checklist • Rubric • Web-based assessment • Written assignments • Skills test
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>3. Apply principals of flexibility, cardiovascular, and muscular fitness</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands and demonstrates proper flexibility. b. understands and demonstrates proper cardiovascular fitness. c. understands and demonstrates proper muscular fitness (e.g. endurance and strength). d. explains how proper fitness levels affect health. e. evaluates a variety of physical fitness equipment programs and approaches. 	<ul style="list-style-type: none"> • Heart rate monitors • Fitness test • Checklist • Rubric • Web-based assessment • Written assignments • Skills test
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		
<p>4. Know and understand pertinent, scientifically-based information regarding physical activity and weight control</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands body composition and body types. b. understands how weight affects health. c. understands and explains healthy fit zones. d. understands and explains why weight-loss diets do not work. e. understands factors that affect weight control. f. explains metabolic changes that affect weight. g. evaluates product fallacies. 	<ul style="list-style-type: none"> • Fitness test • Checklist • Rubric • Web-based assessment • Written assignments • Skills test
<p>Objectives are linked to the following AASD Physical Education Standards: II.; IV.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>5. Understands how proper nutrition enhances a healthy life style</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands and applies the FDA food guidelines. b. understands essential nutrients and “caloric balance”. c. understands nutrient dense foods. d. uses decision making and goal setting to promote a healthy and active life. 	<ul style="list-style-type: none"> • Quizzes and tests • Fitness test • Checklist • Rubric • Web-based assessment • Written assignments • Skills test
<p>Objectives are linked to the following AASD Physical Education Standards: II.; IV.</p>		
<p>6. Demonstrate fundamental riding skills</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates on and off road techniques. b. demonstrates proper pedaling techniques and using all gears. c. demonstrates uphill and downhill riding techniques. d. demonstrates cornering and “rocks and drops.” e. demonstrates proper spin class techniques. f. demonstrates riding in various settings and conditions. 	<ul style="list-style-type: none"> • Observation • Checklist • Heart rate monitors • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>7. Understand and apply concepts, terminology, and strategies of cycling</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. understands competitive cycling (e.g. road, track and off road) strategies / terminology. b. understands safety, basic first aid, and rules of the road in cycling. c. understands clothing and equipment for cycling. d. understands bike maintenance and bike care. e. understands how nutrition affects endurance for cycling. f. understands the differences between mountain biking or road racing. g. develops a positive attitude for cycling. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		
<p>8. Evaluate health related components of cycling</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies the FITT formula. b. understands the guideline for physical activity and wellness. c. develops a personal plan for cycling/spinning. d. understands opportunities of cycling as it relates to a healthy lifestyle (e.g. joining a cycling club, competing, touring, or ultimate adventures). e. understands the benefits of cycling. 	<ul style="list-style-type: none"> • Observation • Heart rate monitors • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.; V.; VI.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>9. Understand and demonstrate proper techniques of self defense</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies potentially dangerous situations. b. understands the buddy system. c. learns how to cope with stressful situations. d. applies escape maneuvers. e. knows where to seek help. f. learns to use personal protective devices (e.g. mace, alarms, etc.). 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		
<p>10. Understand the concept of exercising in the water</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. knows the various water exercises and how they relate to the fitness components. b. understands hydro aerobics. c. demonstrates resistance training (deep, shallow). d. understands how to integrate a variety of workouts (e.g. running workouts: sprint & distance). 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; VI.</p>		
<p>11. Understands the benefits of exercising in water</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. explains why swimming is a low impact exercise. b. understands the cardiovascular benefits of swimming. c. explains the metabolic effect of swimming. d. understands the health benefits of swimming. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p>12. Understand and apply concepts, terminology, and strategies of exercising in the water</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates knowledge of game strategies and concepts. b. understands basic rules, history, and strategies of water games. c. understands how to integrate a variety of activities (e.g. relays, games, competitions, strength training, cardiovascular training). d. understands offensive and defensive strategies. e. explains and demonstrates game strategies, refereeing, and tournament play involved in water games. f. demonstrates good sportsmanship and proper etiquette/attire. 	<ul style="list-style-type: none"> • Observation • Checklist • Skills test • Rubric • Written assignment • Test • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: I.; II.; III.; IV.; V.; VI.</p>		
<p>13. Understand and demonstrate the benefits of exercising in water</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. demonstrates various water games and how they relate to the fitness components. b. understands the cardiovascular benefits of water games. c. understands water safety and safety issues. d. understands the health benefits of swimming. e. demonstrates basic swimming/sculling skills; and individual FITT principles. f. demonstrates the ability to work cooperatively with other students. 	<ul style="list-style-type: none"> • Observation • Checklist • Heart rate monitors • Skills test • Rubric • Written assignment • Web-based assessment
<p>Objectives are linked to the following AASD Physical Education Standards: II.; III.; IV.; V.; VI.</p>		