School District of Marshfield
Course Syllabus

Course Name: Fit for Life
Length of Course: Semester
Credits: .5

Course Description:
Students will develop self-management skills related to Aerobic Fitness, Muscle Fitness, Flexibility, and Body Composition. Expected safe practices, personal and social skills, and proper procedures related to equipment and facilities are integrated into all aspects of the class and serves as a prerequisite to higher level physical education courses. Learning how to live a healthy lifestyle, and planning for a healthy future will be the overlying focus of Fit for Life.

Learning Targets:
Movement Competencies

- Demonstrates Skill Development
  - Demonstrates balance and body control while moving at different different speeds while manipulating a ball of different sizes
  - Operates a bike or walks/runs safely and skillfully in a natural environment
  - Demonstrates proficiency in two movement forms in individual and lifetime activities
  - Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as biking, snowshoeing, cross country skiing, etc.
  - Acquires skills to participate in lifetime activity outside of school.
- Demonstrates advanced skill application
  - 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.
  - Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.

Understanding movement concepts and principles

- Demonstrates cognitive understanding
  - Identifies the difference and benefits of both functional fitness training and traditional weight training

Participates regularly in physical activity

- Chooses to be physically active
  - Participates willingly in a variety of physical activities appropriate for maintaining for enhancing a healthy, active lifestyle
  - Participates in a health-enhancing lifetime activities that can be pursued in the community as well as the school.
  - Accumulates twenty minutes of moderate to vigorous activity during physical education five days a week.
  - Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.
  - Recognizes and adjusts their personal effort level to achieve health-enhancing benefits during a variety of activities.
- Sets goals for a physically active lifestyle
  - Establishes goals by identifying strengths and weaknesses using personal fitness assessments.
  - Compares health and fitness benefits derived from various physical activities.

Achieves and maintains a health-enhancing level of physical fitness

- Assesses and manages personal health behaviors
  - Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program
  - Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).
  - Meets age- and gender-specific health-related fitness standards defined by evidence-based assessments (e.g., Fitness Gram, Trifit)
  - Identifies major muscle groups of the body and correctly identifies and performs at least two weight training exercise for each muscle group.
  - Self –assesses heart rate before, during and after various physical activities

Exhibits responsible personal and social behavioral activity

- Contributes to establishing a positive physical activity learning environment
  - Solves conflicts agreeable to both parties.
  - Adjusts participation level and personal behavior to make activities inclusive for everyone
  - Works with peers willingly, regardless of skill level and individual difference in partner and small group situations
  - Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.

- Demonstrates consistent decisions to ensure the safety of self and others
- Exhibits respectful and mature behavior to contribute to a positive learning environment
- Identifies positive and negative peer influences.

Values physical activity

- Values physical activity as a part of a healthy lifestyle
  - Identifies reasons to participate in physical activity in the local community
  - Describes the correlation that being physically active leads to a higher quality of life.
- Incorporates opportunities for self-expression and social interaction
  - Demonstrates through verbal and nonverbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting
  - Recognizes the value of all individuals involved in the activity

First or Third Quarter

***Note: placement of units is dependent on class scheduling, time of year, & weather

1. Class Introduction (1 week)
   A. Issues lockers, review policy and expectations
   B. Fill out emergency contact and personal health information
   C. Acquaintance activities
2. Aerobic Fitness: (4 weeks)
   A. Tools to measure aerobic fitness
      1) Heart Rate Monitors
         a) Resting Heart Rate: averages, lower is better, heart efficiency
         b) Target Heart Rate Zone: age range, watch set 140-180, Karvonen method of finding personal THR zone
         c) Recovery Heart Rate: heart efficiency
         d) Training Zones: 1-5, aerobic vs. anaerobic, metabolic phases, relate to nutrition and intensity
         e) FITT Principle related to heart rate:
         f) Activity logs for class use: goal 20 minutes in zone
         g) Use of lap timer: accuracy in assessing laps for mile run
         h) Analysis of results in recall mode: time spent in zone, average heart rate, time above zone, total exercise time
         i) Analysis of lap times and heart rate within each lap
         j) Lifetime activities and aerobic games used to teach concepts
      2) Pedometers

a) Stride Length: individual, find it, set it
b) Functions of Pedometer: steps, stride length/miles, weight/calories burned, exercise time
c) FITT Principle related to walking and healthy lifestyle
d) Activity logs for class use: 2000-4000 steps/class
e) Lifetime activities and games used to teach concepts & step measurement

B. Mile & PACER: practice & goal setting, rationale, formal field test of each
C. Triathlon Training: practice and event (1 week)

3. Biking (1 week minimum)
   A. Safety
      1) Pre-ride checks: bikes & proper helmet adjustment, Post-ride checks
      2) Riding Safety: signals, slow, stop, right turn, left turn
      3) Road riding strategies & situations, in/out driveways, parking lots, trails, streets
   B. Lifetime aerobic fitness r leisure activities
   C. Triathlon preparation
4. Aquatics (3 weeks: in both quarters)
   A. Pre-assessment of skill levels, much practice, post-assessment
   B. Swimming for fitness & leisure: techniques, modifications, benefits
      1) Efficiency modifications of all basic skills & stroke
      2) Triathlon preparation for 5 consistent laps
      3) Breathing techniques
      4) Floating techniques
      5) Stroke techniques: front crawl, back crawl, elementary back, breast
      6) Floatation devices: PFDs and aqua-joggers
      7) Treading Water
      8) Reaching & Throwing Assists
      9) Basic boating safety situations
      10) Water games

Second or Fourth Quarters

Aquatics (continued from first quarter)

5. Personal Fitness Profile – Tri-Fit (1 week)
   A. Muscle strength - Trifit test - bicep strength
   B. Height & Weight = BMI
   C. Body Composition: Trifit - skin fold or bioelectrical impedance (enter direct value)
   D. Flexibility - Trifit test - sit & reach, and shoulder stretch

E. All other field tests entered manually into Trifit Program: mile, PACER, PU, CU
F. Design goals on current levels of fitness and creating future goals to maintain or achieve healthy fitness zone requirements

6. Social Dance (1 week)
   A. Polka: basic steps, partner closed position, travel floor, rotate/turn CCW
   B. Swing: basic single swing: rotation, underarm turns, pretzel, etc.
   C. Preparation for dancing in Wisconsin culture: weddings, family gatherings, etc.
7. Muscle Fitness – (4 Week)
   A. Weight-room familiarization: proper use, technique, safety, etiquette
      1) Major Muscle Groups: identify abbreviations of scientific names
      2) Common lifts with machines, free weights, body weight, & modifications
      3) Matching: exercise to muscle groups, benefits
      4) Total body lifts: push-ups, pull ups, squats, cleans (advanced)
      5) Exercise principles & concepts: overload, progression, specificity, regularity, FITT principle as it pertains to muscle fitness
      6) Basic terminology: sets, reps, max., free weight, resistance machine, etc.
   B. Outside weight-room muscle fitness
      1) Small Equipment: bars, balls, bands, dumbbells, boxes, etc.
      2) Muscle endurance vs. muscle strength
      3) Various types of workouts: core, yoga, steps, circuits, antagonistic, boot camp, etc.
      4) Mix it up: tempo, angles, positions, vary the way we do exercises
   C. How to field test & practice: push-up, curl-up, and pull-up
8. Flexibility (incorporated into warm-ups, cool-downs, safety, other lessons)
   A. Increase heat & blood flow first with dynamic large muscle exercises
   B. Static stretches: proper form, interchangeable names
   C. Band Stretching
   D. Major muscle groups needing stretching, target exercises
   E. Safety and benefits
9. Body Composition (1 week includes final review of personal profile/Tri-fit report)
   A. Energy In vs. Energy Out
   B. Regular exercise & weight management: Calorie Blaster Game
   C. Food Guide Pyramid: recommendations for healthy eating, water consumption

D. Lifestyle choices: activity levels, breakfast, sleep, etc. & how it affects the body
E. Analysis of Personal Profile Results:
    1) Benefits of muscle, benefits of recommended amounts of body fat
    2) Body Mass Index vs. Body Composition
    3) Muscle is denser, weighs more, unimportance of weight vs. health amounts of lean mass
    4) Basic Metabolic Rate: analysis of personal results, maintaining a healthy intake

10. Sport-related Fitness & Functional Fitness (1 week)
    A. Sport-related fitness: define, practice, discus differences & correlation to health-related fitness. Agility, Balance, Speed, Reaction Time, Coordination, Power
    B. Functional Fitness: lifestyle activities that require fitness: lifting heavy objects, shoveling, raking, carrying pails, pushing a wheelbarrow, etc.
    C. Relationship to major muscles
    D. Safety & Benefits
11. Lifetime Leisure Activities (seasonal & weather dependent, 1-3 day mini-units incorporated into the aerobic fitness unit)
    A. Snow Shoe
    B. Cross Country Ski
    C. Tennis
12. Final / Review Tri-fit Report (time is included into body comp. week)
    A. Hand-out tri-fit report, explain test results and answer questions
    B. Use FITT principle to write one realistic goal for future.
    C. Parent survey – sharing results w/parents

Required Core Resources:

- Fitness for Life, student & teacher editions, Human Kinetics (2007)
- Physical Best Activity Guide Middle and High School, Human Kinetics (2004)
- Physical Education for Lifelong Fitness, The Physical Best Teacher's Guide, National Association for Sport and Physical Education (2005)
- Fitnessgram / Activitygram Test Administration Manual, The Cooper Institute, (2004)
- Lessons from the Heart, Human Kinetics, (1997)
- Dance Teaching Methods and Curriculum Design, Comprehensive K-12 Dance Education, Human Kinetics (2003)
- Fitness Fun 85 Games and Activities For Children, Human Kinetic
- Wisconsin Standards for Physical Education, DPI, (2010)
- Swimming: Made Easy, Total Immersion Swimming, (2001)
- Games Gimmicks Challenges for Swimming Coaches, Human Kinetics (2008)
- Marshfield PE Curriculum Binders for Fit For Life: (lessons & music) as compiled by Kollross-Ott