



# **School District of Marshfield Course Syllabus**

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**Course Name: Personal Wellness - Get Fit**

**Grade(s): 10-12**

**Length of Course: Semester**

**Credit: 1/2 Credit**

## **Program Goal:**

The School District of Marshfield Physical Education Program will prepare and motivate the learner to make lifelong health and physical fitness decisions, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that encourages development and wellness of body, mind and spirit.

## **Course Description:**

Participants will analyze their current level of fitness, set goals and develop a personal workout plan to meet those goals. You will be exposed to a variety of concepts that affect performance, such as periodization, nutrition, motivational tools, training psychology and optimal wellness. Activities may include strength training, endurance conditioning, flexibility training, fitness assessment, goal setting and fitness plan development, nutritional analysis and sport specific

drills to enhance speed, power, agility, balance, core strength and coordination development. Personal responsibility and daily effort will be assessed with daily logs.

**Level 1** indicates the minimum knowledge and skills that students must attain to be college- or career-ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college or career readiness.

<b>National SHAPE Standards for Physical Education</b>		
<b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.		
	<b>Level 1</b>	<b>Level 2</b>
<b>Lifetime Activities</b> S1.H1	S1.H1.L1: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).	S1.H1.L2: Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).
<b>Fitness Activities</b> S1.H3	S1.H3.L1: Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	S1.H3.L2: Demonstrates competency in 2 or more specialized skills in health-related fitness activities.
<b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
	<b>Level 1</b>	<b>Level 2</b>
<b>Movement Concepts, Principles and Knowledge</b> S2.H1	S2.H1.L1: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.	S2.H1.L2: Identifies and discusses the historical and cultural roles of games, sports and dance in a society.
<b>Movement Concepts, Principles and Knowledge</b> S2.H2	S2.H2.L1: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	S2.H2.L2: Describes the speed vs. accuracy trade-off in throwing and striking skills.
<b>Movement Concepts, Principles and Knowledge</b> S2.H3	S2.H3.L1: Creates a practice plan to improve performance for a self-selected skill.	S2.H3.L2: Identifies the stages of learning a motor skill.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

	<b>Level 1</b>	<b>Level 2</b>
<b>Physical Activity Knowledge</b> S3.H1	S3.H1.L1: Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.	S3.H1.L2: Investigates the relationships among physical activity, nutrition and body composition.
<b>Physical Activity Knowledge</b> S3.H2	S3.H2.L1: Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	S3.H2.L2: Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.
<b>Physical Activity Knowledge</b> S3.H3	S3.H3.L1: Identifies issues associated with exercising in heat, humidity and cold.	S3.H3.L2: Applies rates of perceived exertion and pacing.
<b>Physical Activity Knowledge</b> S3.H4	S3.H4.L1: Evaluates - according to their benefits, social support network and participation requirements - activities that can be pursued in the local environment.	S3.H4.L2: If the outcome was not attained in Level 1, it should be a focus in Level 2.
<b>Physical Activity Knowledge</b> S3.H5	S3.H5.L1: Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.	S3.H5.L2: Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.
<b>Engages in Physical Activity</b> S3.H6	S3.H6.L1: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.	S3.H6.L2: Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).
<b>Fitness Knowledge</b> S3.H7	S3.H7.L1: Demonstrates appropriate technique on resistance training machines and with free weights.	S3.H7.L2: Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.
<b>Fitness Knowledge</b> S3.H8	S3.H8.L1: Relates physiological responses to individual levels of fitness and nutritional balance.	S3.H8.L2: Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).

<b>Fitness Knowledge</b> S3.H9	S3.H9.L1: Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	S3.H9.L2: Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.
<b>Fitness Knowledge</b> S3.H10	S3.H10.L1: Calculates target heart rate and applies that information to personal fitness plan.	S3.H10.L2: Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.
<b>Assessment and Program Planning</b> S3.H11	S3.H11.L1: Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.	S3.H11.L2: Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).
<b>Assessment and Program Planning</b> S3.H12	S3.H12.L1: Designs a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.	S3.H12.L2: Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.
<b>Nutrition</b> S3.H13	S3.H13.L1: Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.	S3.H13.L2: Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
<b>Stress Management</b> S3.H14	S3.H14.L1: Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	S3.H14.L2: Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
<b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.		
	<b>Level 1</b>	<b>Level 2</b>
<b>Personal Responsibility</b> S4.H1	S4.H1.L1: Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.	S4.H1.L2: Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.

<b>Rules and Etiquette</b> S4.H2	S4.H2.L1: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	S4.H2.L2: Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).
<b>Working with Others</b> S4.H3	S4.H3.L1: Uses communication skills and strategies that promote team or group dynamics.	S4.H3.L2: Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
<b>Working with Others</b> S4.H4	S4.H4.L1: Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.	S4.H4.L2: Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
<b>Safety</b> S4.H5	S4.H5.L1: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	S4.H5.L2: If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.
<b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
	<b>Level 1</b>	<b>Level 2</b>
<b>Health</b> S5.H1	S5.H1.L1: Analyzes the health benefits of a self-selected physical activity.	S5.H1.L2: If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.
<b>Challenge</b> S5.H2	Challenge is a focus in Level 2.	S5.H2.L2: Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
<b>Self-expression &amp; Enjoyment</b> S5.H3	S5.H3.L1: Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.	S5.H3.L2: Identifies the uniqueness of creative dance as a means of self-expression.
<b>Social Interaction</b> S5.H4	S5.H4.L1: Identifies the opportunity for social support in a self-selected physical activity or dance.	S5.H4.L2: Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.

<b>Key Vocabulary:</b>			
Static Stretching	Weight room	Injury Prevention	Etiquette
Fitness Plan	Creativity	Dynamic Stretching	Cooperate
Self-Expression	Health Benefits	Strength Exercises	Stretching Exercises
Dominant/Non-Dominant	Safety	Fitness	Nutrition
Training Principles (Overload/Periodization/Specificity)	Skill-Related Fitness Components	Challenges Oneself-Maximizes Individual Potential	Lifetime Physical Activities
Balance	Social Interaction	Movement Concepts	Heart Rate
Individual Fitness Plan	Weight Management	Warm-up	Personal Hygiene
Weight room Safety	Perceived Exertion	Self-management Activities	5 Components of Fitness
Exercise	Coordination	Stress Management	Cool-down
Healthy Lifestyle	Goals	FITT Principle	Fitness Activities

## **Topics/Content Outline- Units and Themes:**

### **Fitness Activities:**

- Activities with a focus on improving or maintaining fitness and might include, but are not limited to:
  - Bands (Multi-colored)
  - Straight Bar Super Sets
  - Body Weight Circuits
  - Core Isolation/ Scooters-Bird Dogs
  - Plate Workouts
  - Active Stretch – Dynamic and Static
  - Pool Workout – Aqua Jogger
  - Yoga
  - Resistance Training/ Interval
  - Cardiovascular Endurance Training
  - Agility/ Speed Training
  - Flexibility Training
  - TRX Training
  - Plyometrics
  - Pilates
  - Balance Training/ Ankle Strength
  - Bosu Ball
  - Fitness and Nutrition Planning
  - Body Pump/ Timed Reps
  - Stability Ball – Glute Bridge
  - Medicine Ball

- Cardio-Kickboxing

### **Aquatics:**

- Might include, but are not limited to:
  - Swimming
  - Scuba Diving

### **Individual-Performance Activities:**

- Might include, but are not limited to:
  - Table Tennis/ Ping Pong
  - In-line skating
  - Self-defense
  - Biking

### **Net/Wall Games:**

- Might include, but are not limited to:
  - Badminton
  - Pickleball
  - Spikeball
  - Tennis

### **Target Games:**

- Might include, but are not limited to:
  - Archery
  - Bowling
  - Yard Games
  - Disc Golf