



School District of Marshfield

Course Syllabus

Course Name: Personal Wellness

Length of Course: Spring Semester Only

Credits: .5

Course Description:

The purpose of the class is to provide a well-rounded exercise program to get "in-shape," and feel good physically and mentally. Current trends in fitness and wellness will be practiced and studied, from step aerobics, kick-boxing, hip hop aerobics, Pilates, yoga, and learn to safely use a wide array of fitness equipment such as: stability balls, medicine balls, foam rollers, steps, boxes, bands, yoga blocks, body bars, and dumbbells. Develop skills and knowledge necessary to make improvements in your personal wellness and fitness levels.

Learning Targets:

Movement Competencies

- Demonstrates Skill Development
 - Demonstrates balance and body control while practicing proper technique of fitness exercises, such as squats, lunges, and planks.
 - Acquires skills to participate in lifetime activity outside of school.

Understanding movement concepts and principles

- Demonstrates cognitive understanding
 - Plans a summer personal conditioning program.
 - Examines the physical, emotional, cognitive, and scientific factors that affect performance and explains the relationship between those factors.
 - Identifies the difference and benefits of both functional fitness training and traditional weight training
 - Develops an appropriate conditioning goal utilizing the FITT principle to support a component of lifetime fitness or a lifetime fitness activity

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
 - Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.
 - Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program
 - Achieves personal fitness goals after a period of training.
 - Demonstrates ability to monitor and adjust a personal fitness program to meet needs and goals.
 - 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., Fitnessgram, Trifit)
 - Participates in fitness activities based on resources available in the local community.
 - 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
 - Demonstrates consistent decisions to ensure the safety of self and others
 - Demonstrates responsible decision about using time
 - Works with peers willingly, regardless of skill level and individual difference

- Exhibits respectful and mature behavior to contribute to a positive learning environment
- Identifies positive and negative peer influences.
- Exhibits respectful and mature behavior to contribute to a

Values physical activity

- Values physical activity as a part of a healthy lifestyle
 - Displays a willingness to experiment with new activities
 - Describes the correlation that being physically active leads to a higher quality of life.
- Incorporates opportunities for self-expression and social interaction
 - Describes the positive feelings that result from physical activity participation alone and with others.

Third and Fourth Quarters

***Note: units are listed separately, but are integrated into the entire semester length

1. Class Introduction (1 week)
 - A. Issues lockers, review policy and expectations
 - B. Fill out emergency contact, personal health information, interest inventory
 - C. Acquaintance activities
2. Pre-Assessment for Physical Fitness – Tri-Fit (2 weeks)
 - A. Tiger Fitness Club Log: student log sheet to track progress
 - B. Muscle Strength & Muscle Endurance:
 - 1) Field tests: demonstrate and practice proper technique, teacher conducted pretests
 - a) Paced Push Ups: muscle strength
 - b) Pull Ups: muscle strength
 - c) Paced Curl Ups: muscle endurance
 - 2) Trifit Assessment: for fitness portfolio
 - a) Bicep Strength
 - C. Aerobic Fitness:
 - 1) Field tests: practice recording correctly, then do teacher conducted test
 - a) Mile – 11 laps indoors
 - b) PACER – use pace cadence
 - D. Body Mass Index and Body Composition:
 - 1) Trifit - (enter direct value)
 - a) Height & Weight = BMI
 - b) Skin fold or bioelectrical impedance = Body Composition
 - c) Girth: hip and waist circumference
 - E. Flexibility –
 - 1) Trifit test:

- a) Sit & Reach
 - b) Shoulder Stretch
- F. Review Results – detail
 - 1) Data Summary: compare last test to this test results, use again at end to show improvements made
 - 2) Graphical Summary: looking for healthy fitness zone in each category
 - 3) Personal Profile: explains each component, personalizes results, provides a goal
 - 4) Analysis of Body Composition Results:
 - a) Benefits of muscle, benefits of recommended amounts of body fat
 - b) Body Mass Index vs. Body Composition
 - c) Muscle is denser, weighs more, unimportance of weight vs. health amounts of lean mass
 - d) Basic Metabolic Rate: analysis of personal results, maintaining a healthy intake
- G. Goal Writing: realistic, specific, measurable
 - 1) Short-term
 - 2) Long-term
- 3. Fitness Program Development & Review of Procedures & Techniques (1 week)
 - A. Daily Log Book: how to record data, why
 - B. Weekly Routine: set up with class, progress each week
 - 1) Aerobic Fitness Development: Mondays & Wednesdays
 - 2) Muscle Fitness Development: Tuesdays & Thursdays
 - 3) Flexibility & Wellness Topics: Fridays
 - C. Heart Rate Monitors: review functions, concepts, goals
 - D. Pedometers: set stride length, review functions, goals
 - E. Proper Form of basic exercises:
 - 1) Squat
 - 2) Lunge
 - 3) Dead Lift
 - 4) Plank
 - 5) Clean (done later in semester)
- 4. Aerobic Fitness: (Mondays & Wednesdays = 25 days or approximately 5 weeks, if more it is incorporated into multi-component workouts)
 - A. Tools to measure aerobic fitness
 - 1) Heart Rate Monitor & Pedometer: use to analyze improvement & effort
 - B. Mile & PACER: practice, and test at least once/month.
 - C. Fitness activities or workouts to build aerobic fitness:
 - 1) Aerobic Fitness/Dance
 - a) Step Aerobics

- b) Zumba
 - c) Kick Boxing
 - d) Floor Aerobics
- 2) Multi-Component Workouts (aerobic and muscular advantages)
 - a) Boot Camp
 - b) Body Pump
 - c) Circuits: use a variety of equipment
 - d) Stations: variety of exercises and equipment
- 3) Traditional Aerobic Exercise
 - a) Fitness Machines: treadmill, elliptical, stationary bike, swimming
 - b) Small Equipment: jump ropes, hula hoops
 - c) Run, Jog, Walk: change tempo, distance, timed, relays, etc.
- D. Aerobic Fitness Principles
 - 1) FITT Principle: training progression
 - 2) Aerobic Training Zone
 - 3) Anaerobic Threshold
 - 4) Healthy Lifestyle Recommendations
- 5. Muscle Fitness – (5 Weeks)
 - A. Weight-room
 - 1) Review: exercise/machine names, proper use, technique, safety, etiquette
 - 2) Major Muscle Groups: identify reasons for doing various exercises
 - 3) Weekly Workouts: model a lifting progression from beginner to advanced, manipulating sets, reps, weight, and overload
 - 4) Exercise principles & concepts: overload, progression, specificity, regularity, recovery, FITT, muscle confusion, multi-joint exercise
 - B. Outside weight-room muscle fitness
 - 1) Small Equipment: bars, balls, bands, dumbbells, boxes, etc.
 - 2) Muscle endurance vs. muscle strength
 - a) Mix it up: tempo, angles, positions, vary the way we do exercises
 - 3) Specific Workouts:
 - a) Core Body or Abdominal
 - b) Yoga: for muscle endurance, flexibility, or relaxation
 - c) Pilates: for muscle endurance and/or flexibility
 - d) Single Equipment Workout: balls, bands, boxes, dumbbells
 - e) Multi-Component Workouts (aerobic and muscular advantages)
 - i. Boot Camp
 - ii. Body Pump
 - iii. Circuits: use a variety of equipment
 - iv. Stations: variety of exercises and equipment

- v. Sport-related fitness workouts
 - vi. Functional fitness exercises
- 6. Flexibility (1 week & incorporated into warm-ups, cool-downs, safety, other lessons)
 - A. Healthy Back Assessment: safety and implications
 - B. Dynamic Warm Ups: Increase heat & blood flow first with dynamic large muscle exercises while moving
 - C. Static stretches: proper form of held stretches after body is warm
 - D. Band Stretching
 - E. Yoga for flexibility
- 7. Wellness & Healthy Lifestyle: (1 week, mostly incorporated into workout days)
 - A. Areas Wellness: Physical, Emotional, Social, Intellectual, Spiritual
 - B. Current Trends in Health and Wellness:
 - 1) Hydration: Water/nutritional beverages vs. caffeine/alcohol
 - 2) Sleep: related to stress, weight loss, overall health
 - 3) Protein: related to weight control and muscle building
 - 4) Current topic: may change from year to year
 - C. Healthy lifestyle choices: self-assessment, awareness, impact
- 8. Post-Assessment for Physical Fitness – Tri-Fit (1 week)
 - A. Field Tests: conducted formally by teacher, recorded also by student (1 week)
 - B. Squat Form & Lunge Form: improvement measured
 - C. Trifit Testing: (incorporated into other workouts, pull out 2 at a time)
- 9. Final Projects (1 week)
 - A. Review Tri-fit Report
 - 1) Review results in detail – emphasis on improvement & HFZ
 - a) Data Summary: compare pre-post test results, use to show improvements during 4 month class
 - 2) Graphical Summary: looking for healthy fitness zone in each category
 - 3) Tiger Fitness Club: in Health Fitness Zone in all categories
 - B. Personal Fitness Program – students' final project
 - C. Use FITT principle to write one realistic goal for future.
 - D. Parent survey – sharing results w/parents

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)
- Wisconsin Standards for Physical Education, DPI, (2010)
- Guest Dance Instructors from community
- Marshfield PE Curriculum Binders for Personal Wellness: (lessons & music) as compiled by Kollross-Ott