

### Course Description:

In this course, students explore how to develop physical fitness plans for themselves and others. They will begin by learning how to assess fitness levels, as well as how to set and modify fitness goals.

Students will also learn how to become smart consumers by evaluating fitness products and programs. In addition, they will explore ways to become the best leaders they can be.

Because this is a physical education course, students will exercise throughout the entire course. They are given the freedom to participate in physical activities that they enjoy. To track their progress, they will maintain a daily physical activity log.

### Course Objectives:

- Pursue levels of excellence in physical fitness that enhance physical and mental performance by using scientifically based health-related fitness assessments.
- Understand how to achieve desired fitness goals by practicing specific physical activities.
- Improve performance in physical activities by evaluating and refining personal goals.
- Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.
- Explain how physical activities may change over a lifetime by examining personal characteristics, performance styles, and preferences.
- Adjust physical activity to accommodate changes in age, growth, and development by using assessments to test levels of physical fitness.
- Demonstrate the ability to develop an individualized exercise program by examining SMART goals and creating and participating in a program.
- Identify the effects of individual differences on preferences for and participation in physical activity by examining age, gender, ethnicity, socioeconomic status, and culture.
- Explain how to select and modify physical activities to allow for participation of younger children, the elderly, and individuals with special needs by identifying accommodations or modifications.
- Understand that physical, emotional, and cognitive factors can affect team performance by evaluating the relationship between those factors.
- Demonstrate leadership by identifying leadership skills, performing planned leadership assignments, and taking on spontaneous leadership roles.
- Evaluate consumer physical fitness products and programs by understanding the difference between truthful and misleading claims.
- Evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance by identifying the safety and legal use of these products.
- Evaluate fitness resources in the community by researching their availability and quality.
- Enhance personal health and performance in leisure and workplace activities by developing a fitness plan to achieve desired results.
- Develop and implement physical fitness programs for family or community members by understanding how specific physical activities achieve desired fitness goals.

## Required Materials:

In course.

## Course Overview:

### Unit 1: Personal Responsibility

#### **Texts**

Lesson 1	The Key Areas of Fitness, Assessing Fitness and Achieving Fitness Excellence, Physical Excellence for Health and Performance
Lesson 2	Characteristics of Fitness Excellence, Mental Performance for Excellence, Examples of Excellence
Lesson 3	Setting Goals, Achieving Fitness Goals, Fine-Tuning Fitness Goals
Lesson 4	Assessing Physical Fitness, Collecting Assessment Data, Interpreting Assessment Results
Lesson 5	Defining Personal Characteristics, Personal Preferences, Performance Styles

- Key Terms
- workbook problems (Lessons 1–5, one to three questions each)
- Discussion Board (Lessons 1–5)
- Checkpoint questions (Lessons 1–5)
- Physical Activity Log (Lessons 1–5)
- Project: Assess Your Physical Fitness Levels (Lessons 4 and 5)

### Unit 2: Social Responsibility

#### **Texts**

Lesson 6	Physical Assessments for Different Age Groups, Interpreting Physical Fitness Assessments, Choosing Physical Activities
Lesson 7	The Effects of Age on Physical Activity, Gender and Physical Activity, Defying Age and Gender Stereotypes
Lesson 8	The Impact of Socioeconomic Status on Physical Activity, The Unifying Power of Sports
Lesson 9	Modifying Activity for Children Ages 0–5, Modifying Activity for Children Ages 6–9, Modifying Activity for Children Ages 9–12
Lesson 10	Selecting and Modifying Physical Activities for the Elderly, Selecting and Modifying Physical Activities for Special Needs, Sports and Athletes with Disabilities

- Key Terms
- workbook problems (Lessons 6–10, one to three questions each)
- Discussion Board (Lessons 6–10)
- Checkpoint questions (Lessons 6–10)
- Physical Activity Log (Lessons 6–10)

### Unit 3: Group Dynamics

#### Texts

Lesson 11	Physical Factors That Affect Team Performance, How Physical Factors Affect Team Performance, Athletes Overcoming Illness
Lesson 12	Cognitive Factors That Affect Team Performance, How Cognitive Factors That Affect Team Performance, Athletes and Their Mental Game
Lesson 13	Emotional Factors That Affect Team Performance, How Emotional Factors That Affect Team Performance, Emotional and Social Factors on Great Sports Teams
Lesson 14	Defining Leadership, Identifying Leadership Skills, Poor Leadership versus Good Leadership
Lesson 15	Defining Spontaneous Leadership, Spontaneous Leadership Skills, Becoming a Leader Yourself

- Key Terms
- workbook problems (Lessons 11–15, one to three questions each)
- Discussion Board (Lessons 11–15)
- Checkpoint questions (Lessons 11–15)
- Physical Activity Log (Lessons 11–15)

### Unit 4: Wise Consumers

#### Texts

Lesson 16	Being an Informed Consumer, Truth and Lies in Product Claims, Evaluating Product Claims
Lesson 17	Ergogenic Aids Effects of Ergogenic Aids, Risks of Ergogenic Aids
Lesson 18	Banned Ergogenic Aids, Monitored Ergogenic Aids, Illegal Use of Ergogenic Aids
Lesson 19	Weight-Loss Consumerism, Recognizing Misinformation, Evaluating Weight-Loss Programs
Lesson 20	Community Fitness Resources, Evaluating Community Fitness Resources, Case Study: Naperville, IL

- Key Terms

- workbook problems (Lessons 16–20, one to three questions each)
- Discussion Board (Lessons 16–20)
- Checkpoint questions (Lessons 16–20)
- Physical Activity Log (Lessons 16–20)

## Unit 5: Fitness Plans

### Texts

Lesson 21	Fitness Goals for Others, Fitness Goals and Exercise, Fitness Goals and Activities
Lesson 22	Physical Fitness and Your Age, Physical Fitness and Puberty, Physical Fitness and Development
Lesson 23	Periodization, Goal Setting for Others, Assessing Fitness for Others
Lesson 24	Fitness in Life and in the Workplace, Improving Performance in the Workplace, Fitness to Improve Work Performance
Lesson 25	Leisure Activities and Personal Health, Programming for Leisure Activities, Programming for Obstacle Course Races

- Key Terms
- workbook problems (Lessons 21–25, one to three questions each)
- Discussion Board (Lessons 21–25)
- Checkpoint questions (Lessons 21–25)
- Physical Activity Log (Lessons 21–25)

## Unit 6: Course Review and Final Exam

### Reviews

Lesson 26	Unit 1: Lessons 1, 2, 3, 4, 5
Lesson 27	Unit 2: Lessons 6, 7, 8, 9, 10
Lesson 28	Unit 3: Lessons 11, 12, 13, 14, 15
Lesson 29	Unit 4: Lessons 16, 17, 18, 19, 20
Lesson 30	Unit 5: Lessons 21, 22, 23, 24, 25

- Practice Questions in Lessons 26–30 (not graded)
- *Physical Activity Log* Final Submission
- *Assess Your Physical Fitness Levels* Project Submission in Lessons 27 and 30
- Final Exam in Lesson 30
- end of course

