

### Course Description:

In this course, students explore the importance of physical activity. They begin by learning about the five key areas of physical fitness and how to assess themselves in each area. After assessing themselves, students will create physical fitness goals and develop a plan to reach those goals.

Students will also learn aspects of sports and recreation, including sportsmanship and leadership. They also explore information that will help them stay safe while being active and develop lifelong healthy habits. 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 activity log.

### Course Objectives:

- Describe the five components of fitness by highlighting the importance of each.
- 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 science-based data and protocols to assess oneself on the five components of health-related physical fitness.
- Demonstrate the ability to develop an individualized exercise program by examining SMART goals and creating and participating in a program.
- Demonstrate an understanding of moderate to vigorous physical activity by planning and tracking participation in an exercise program for at least five days each week.
- Explain how movement patterns, from simple to complex, apply to athletic activities by breaking down athletic movements into their simplest parts.
- Demonstrate proficiency in movement skills by performing athletic movements with appropriate technique.
- Evaluate the improvement of athletic performance of various athletes by implementing feedback mechanisms to guide performance outcomes.
- Explain the rules of popular sports in terms of how to score and win.
- Evaluate the injury risks associated with each popular sport by describing common injuries and ways to minimize injury risk.
- Explain strategies for measuring health by describing specific tests for measuring heart rate, blood pressure, and body composition.
- Explain strategies for measuring fitness by describing specific tests for measuring strength, flexibility, and cardiorespiratory endurance.
- Identify strategies for exercising safely in all environmental conditions by describing the effect of temperature and altitude on the human body.
- Analyze the traits of a good leader by relating various actions taken by leaders to the specific outcomes of the actions.
- Evaluate the importance of warm-up and cooldown in physical exercise by examining their effects on the body.

### Required Materials:

- Internet browser

### Course Overview:

This course is made up of six units. Each unit has five lessons, for a total of 30 lessons.

The first four lessons of each unit contain between two and four content pieces. Each unit contains one Discussion Board activity. Students will submit their activity logs and projects in the fifth lesson of each unit.

For assessment, students are given

- 1–3 workbook questions per content piece
- 1 Discussion Board activity per unit for Units 1–6
- 7–10 Checkpoint questions in the second and fourth lessons of Units 1–6
- 1 log to track physical activity
- 1 project, including self-assessment, goal planning, plan development, plan evaluation, and self-reassessment

Some activities are graded by the program software, and others are graded by the teacher. It is recommended that the teacher communicate with students regarding information related to course guidelines and grading policies.

### Course Organization

#### Text and Videos

Students are introduced to the main concepts of each lesson through text activities that consist of readings. These readings include visual elements such as infographics and tables and diagrams that aid in learning.

#### Key Terms

Important vocabulary terms (and their respective definitions) are given in each lesson. These terms are highlighted orange and can display a definition box when a student clicks on the term. The student clicks again on the term to remove the definition box.

#### Assessment

##### Workbooks

Each text activity is followed immediately by one to three computer-graded Workbook questions related to the activity's concepts.

Recommended gradebook percentage: 10%

##### Checkpoints

These computer-graded activities use 7 to 10 questions to assess students' mastery of lesson objectives. They appear in the second and fourth lesson of each unit.

Recommended gradebook percentage: 15%

#### Discussions

These teacher-graded activities provide students with the opportunity to discuss concepts taught in the course. Students are challenged to provide thoughtful responses. Students are encouraged to observe the posts of their classmates and reply to the posts if they have additional information or an alternative viewpoint to share. Students should be reminded to be both polite and understanding of perspectives they do not share.

Recommended gradebook percentage: 15%

#### Course-Long Project: Physical Activity Log

The course-long project is introduced to students in Lesson 1. The project has students documenting the time they spend exercising each day. The requirement for sixth-grade students is 200 minutes per every 10 school days. The requirement for seventh- and eighth-grade students is 400 minutes for every 10 school days. Students keep track of their physical activities in a log each day and submit the log at the end of every unit (6 total submissions).

Teachers may provide students with their own log at their discretion—see the Resources page for an example. Teachers assign a grade for the project. See the Projects document of this Teacher Resource Guide for more information, including a recommended grading rubric, when applicable.

Recommended gradebook percentage: 30%

#### Course-Long Project: Personal Fitness Assessment

Students will complete this project throughout the first five units of the course. In Unit 1, they will assess their physical fitness and determine which FitnessGram zone they fall into. In Unit 2, they use their assessment results to create SMART goals in each of the five areas of physical fitness. In Unit 3, students will create a plan to achieve their SMART goals. In Unit 4, students evaluate their progress and refine their goals or their plans. In Unit 5, they will reassess their fitness levels to determine if they reached their goals. Teachers may provide students with their own template at their discretion. Teachers may provide students with their own template to record progress at their discretion, see the Resources page for an example. Teachers assign a grade for the project. See the Projects document of this Teacher Resource Guide for more information, including a recommended grading rubric, when applicable.

Recommended gradebook percentage: 30%

