

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Course of Study Information Page

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| Course Title: LIFE FITNESS I (Course #271) | |
| Rationale: To provide students with a comprehensive foundation in the content areas of Life Fitness as designated in the California State Physical Education Framework and the NASPE National Standards for Physical Education. | |
| Course Description: Life Fitness I is a course which emphasizes personal fitness for a healthy lifestyle including the physiological effects of exercise. This course will include dance, aquatics, games, individual and dual activities, and fitness activities. The course will encourage demonstration of responsible personal and social behavior in a physical activity setting. The students will understand the relationship between culture and movement activities. | |
| Length of Course: | Year |
| Grade Level: | 9 |
| Credit: : Number of units: 5 units each semester : Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements <input type="checkbox"/> College Prep <input type="checkbox"/> Elective <input type="checkbox"/> Vocational | |
| Prerequisites: | None |
| Department(s): | Health/Physical Education |
| District Sites: | EHS, ORHS, PHS, UMHS |
| Board of Trustees Adoption Date: | January 23, 2007 |

EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Health/Physical Education
Course Title: Life Fitness I

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| Over Arching Goals: | <ol style="list-style-type: none">1. Understand the physiological, psychological, and social benefits of a healthy, active lifestyle.2. Achieve a health-enhancing level of physical fitness.3. Understand how to monitor and maintain a healthy-enhancing level of physical fitness.4. Demonstrate responsible social behavior while participating in movement activities and demonstrate an understanding of the importance of respect for all others.5. Understand the relationship between history and culture and games, sports, play, and dance.6. Exhibit competence in a variety of movement activities.7. Use movement concepts and principles in the development of motor skills and strategies.8. Utilize technology to enhance experiences and performances in physical education. |
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EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Health/Physical Education
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CONTENT AREAS

I EFFECTS OF PHYSICAL ACTIVITY ON DYNAMIC HEALTH – Fitness for Life

- 1) Introductory Aerobic Training
 - a) Fundamental Aerobic Techniques
 - b) Principles of Aerobic Training
- 2) Introductory Weight Training
 - a) Principles of Safety
 - b) Muscle Groups
 - c) Mechanics of Movement
 - d) Strength vs Endurance
 - e) Basic Strength Training Exercises

II AQUATICS

- 1) Basic Swimming Skills & Safety
- 2) Basic Swimming Strokes
- 3) Introduction to Snorkeling

III DANCE & RHYTHMS

- 1) Aerobic Dance
- 2) Ballroom
- 3) Folk
- 4) Social
- 5) Square
- 6) Step Aerobics
- 7) Dance Dance Revolution (DDR)
- 8) Kick Boxing

IV INDIVIDUAL ACTIVITIES

- 1) Track & Field
- 2) Orienteering
- 3) Golf
- 4) Archery
- 5) Scooter Boards
- 6) Outdoor Survival
- 7) Cycling

V DUAL ACTIVITIES

- 1) Racquet Sports
 - a) Badminton
 - b) Paddle Tennis
 - c) Table Tennis
 - d) Tennis
- 2) Pickle Ball
- 3) Rec Games
- 4) Frisbee

* Content areas may vary by school site
due to facilities and scheduling

EL DORADO UNION HIGH SCHOOL DISTRICT

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EL DORADO UNION HIGH SCHOOL DISTRICT

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CONTENT AREA I: EFFECTS OF PHYSICAL ACTIVITY ON DYNAMIC HEALTH – Fitness for Life

GOAL: Introductory Aerobics: Understand the benefits of a healthy, active lifestyle and strive to achieve a health-enhancing level of physical fitness

| OBJECTIVES | ACTIVITIES |
|---|--|
| The student will be able to: | |
| 1. Describe the five components of health related fitness and understand the major health benefits associated with each. (1.3; 1.6; 1.8; 1.10; 1.11) | Describe five components and select the major health benefit that is most important to them and why. (i.e. heredity, job, body composition, injuries, etc.) |
| 2. Use standardized Physical Fitness tests to assess their personal fitness and establish realistic and challenging goals for improving and maintaining their fitness levels through both in and out of school activities. (1.12) | Measure individual fitness levels and write goals with time limits and recommended action plan which includes physical activities for while at school and while out of school. |
| 3. Know the health risk factors and identify those which are controllable. (2.7; 2.11) | On a quiz, students will demonstrate knowledge of health risk factors and which are controllable with 60% accuracy or better. |
| 4. Apply the FIT principle to each of the five components of health related fitness. (1.8; 2.2; 3.5; 3.7) | Students write an exercise prescription for each of the five components of fitness using the FIT principle. |
| 5. Measure body composition and understand the implications on health and fitness. (1.8; 2.4; 2.11; 2.5) | Students will have their body composition tested and compare their results to body composition standards. |
| 6. Know how to compute target heart rate and apply it to monitoring aerobic training. (1.8; 2.5; 2.11) | Train in their aerobic training or target zone on a daily basis. |
| 7. Practice and demonstrate an understanding of injury care and prevention during exercise. (3.1) | Students will participate in daily warm-up and cool-down activities. |
| 8. Recognize the difference between skill and health related components of fitness. | Quizzes will demonstrate knowledge of the six components of skills adopted fitness. |

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| Content Area Standards (State/National Standards) |
| The students will demonstrate content proficiency by: |
| Standards:1, 2, 3 |

EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Health/Physical Education
Course Title: Life Fitness I

CONTENT AREA I: EFFECTS OF PHYSICAL ACTIVITY ON DYNAMIC HEALTH – Fitness for Life

GOAL: Introductory Weight Training: Understand how to monitor and maintain muscular strength and endurance

| OBJECTIVES | ACTIVITIES |
|---|---|
| The student will be able to: | |
| 9. Practice safe weight training techniques to prevent injuries. (1.5; 1.9; 1.10; 2.9; 3.1) | Students work with partners for spotting and providing peer feedback on form and lifting techniques. |
| 10. Demonstrate their knowledge of major muscle groups by selecting proper exercises for working specific areas of the body. (1.1; 1.2; 1.5; 1.7; 2.4; 3.5) | Be given a demonstration of how exercises and machines work specific muscle groups. |
| 11. Recognize the difference between muscular strength and muscular endurance and design appropriate programs for improving each. (1.8; 1.10; 2.4; 2.5; 3.5) | Write a work-out for developing muscular strength versus muscular endurance for five different exercises. |
| 12. Demonstrate their knowledge of weight room equipment by using proper form safety procedures and which muscle groups are being worked. (1.5; 1.12; 2.8; 3.1) | Students demonstrate safe and knowledgeable weight training practices. |
| 13. Understand how bones and muscles work together as levers and produce movement. (1.5; 1.7; 1.10) | Lecture and demonstration on levers and anatomy. |
| 14. Work cooperatively with partners as spotters for safety. (3.1; 3.4; 3.9; 3.10) | See activity #1. |
| 15. Demonstrate ability to perform basic strength training exercises. (1.1; 1.3; 1.5; 1.7; 2.1; 2.7; 3.1; 3.5) | Exercises include bench press, squats, dumb bell skills, & lat pull downs, etc. |

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| Content Area Standards (State/National Standards) |
| The students will demonstrate content proficiency by: |
| Standards: 1, 2, 3 |

EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Health/Physical Education
Course Title: Life Fitness I

CONTENT AREA II: AQUATICS -- Basic Swimming Skills and Safety

GOAL: Exhibit competence in a variety of basic survival swim skills

| OBJECTIVES | ACTIVITIES |
|--|--|
| The student will be able to: | |
| 1. Demonstrate an understanding of skill acquisition and how resistance is reduced by maintaining a <u>locked in</u> streamline position. (1.1; 1.2; 1.5; 1.7; 1.9; 1.10; 1.11; 1.12; 2.1) | Motor learning: 1. Have all students push-off the walls and see how far they can go through the water in a <u>streamline</u> position. 2. Have all students do a front dive in a <u>streamline</u> position. |
| 2. Demonstrate proper <u>breath control</u> while confined and as it pertains to water. (1.4; 1.10; 2.1; 2.9; 3.1; 3.3) | Exercise physiology: 1. Have all students put their face in the water and hold their breath for 10 to 15 seconds. 2. Have students blow air from their lungs into the water. 3. Have students, with both hands on the deck, breathe above the surface and blow below the surface in a rhythmic pattern. 4. Have students apply proper breath control while swimming various strokes. |
| 3. Demonstrate a proficient technique in both a <u>survival</u> and a <u>speed</u> strokes through demonstration. (1.1; 1.10; 1.11; 1.12; 3.1; 3.3; 3.9; 3.10) | Motor learning and Biomechanics: 1. Have all students realize the difference between survival and speed swimming. |
| 4. Demonstrate their ability to swim a survival stroke. (1.2; 1.4; 2.1; 2.9; 2.10; 3.1; 3.9; 3.10) | Motor learning: 1. Have students realize the progression of the side stroke. 2. Have students learn the proper way to kick with the stroke. Use kick-boards as aides. 3. Have students learn the proper arm techniques associated with the sidestroke. Use deck work with demonstration of roll of the arms. |

| OBJECTIVES | ACTIVITIES |
|---|---|
| | 4. Have students combine the arms and legs and use terms: pull, kick, and glide. Stress the long glide. |
| 5. Demonstrate their ability to swim the recreation stroke. (1.1; 1.2; 2.2; 2.4; 2.10; 3.1) | <p>Motor learning:</p> <ol style="list-style-type: none"> 1. Have students realize the progression of the recreational breast stroke. 2. Have students learn the proper way to kick with the stroke. Use kick-boards, deck drills, and hands on work in and out of the water. 3. Have students learn the proper arm techniques associated with the recreational breast stroke. 4. Have students combine the arms, legs, and breathing. Stress the long glide. |
| 6. Demonstrate different safety practices in and around swimming areas. (1.6; 2.9; 2.10; 3.1) | <p>Health related:</p> <ol style="list-style-type: none"> 1. Danger areas and safety on the deck |
| 7. Understand that swimming is an effective way to achieve total fitness. (1.6; 1.8; 1.11; 2.5; 2.11; 3.4; 3.5) | <p>Exercise Physiology:</p> <ol style="list-style-type: none"> 1. Lap swimming and interval training |
| 8. Understand effective ways to survive for long periods of time in the water. (1.5; 1.6; 1.10; 2.4; 2.5; 2.9; 3.9) | <p>Biomechanics and Human Growth and Development:</p> <ol style="list-style-type: none"> 1. Drown proofing 2. Body types |

| Content Area Standards (State/National Standards) |
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| The students will demonstrate content proficiency by: |
| Standards: 1,2,3 |

EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Health/Physical Education
Course Title: Life Fitness I

CONTENT AREA III: DANCE & RHYTHMS

GOAL: Provide students with a background in fun and challenging rhythmic activity that can be used in later life.

| OBJECTIVES | ACTIVITIES |
|--|---|
| 1. Apply locomotor and non-locomotor skills to different dances. (1.1; 1.2; 1.10; 1.11; 2.6; 3.8; 3.9) | <p>1. Students gain an understanding of basic rhythms of all types of music. The teacher can start with basic hand clapping with soft and hard sounds to the beat of the music. <u>Example:</u> Waltz - one hard clap, two soft.</p> <p>2. Students gain an understanding of basic rhythms of all types of music. The teacher can continue with basic walking steps to demonstrate the waltz steps. <u>Example:</u> Long, short, short.</p> <p>3. Students gain an understanding of the various moves to square dancing and realize the complete cooperative skills needed for the dance, movements must be practiced within the groups. <u>Example:</u> Allemande left to your corner gal.</p> <p>4. Students gain an understanding of the proper social aspects of dance. Students should participate in partner selecting activities. <u>Example:</u> Dances that change partners.</p> <p>5. Students gain understanding of the historical values that dance has given to the country. The teacher can relate to the early development of the Western movement and its forms of recreational activities.</p> |
| 2. Learn a variety of folk, square, social, and ballroom dances. (2.1; 3.4; 3.6; 3.8; 3.9) | |
| 3. Recognize that the rhythm in dance is created by the rhythm in music. (1.2; 1.10; 2.10; 3.4; 3.8) | |
| 4. Appreciate the aesthetic features and stylish differences in dance. (3.4; 3.6; 3.7; 3.8; 3.9) | |
| 5. Participate in dances representing cultures around the world. (1.1; 1.7; 1.9; 1.10; 2.10; 3.7; 3.9; 3.10) | |
| 6. Understand historical and cultural roles of dance as a form of expression. (2.6; 2.10; 3.1; 3.6; 3.9; 3.10) | |
| 7. Participate in dance as a form of aerobic training. (1.5; 1.12; 2.1; 2.2; 2.10; 3.10) | |
| 8. Display cooperative skills in small groups during a movement related experiences. (3.1; 3.2; 3.4; 3.6; 3.7; 3.8; 3.9) | |
| 9. Give appropriate feedback to a partner when developing/improving dance skills. (1.10; 1.11; 2.10; 3.1; 3.9; 3.10) | |

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| <p>10. Apply intermediate locomotor and non-locomotor skills to different dances. (1.1; 1.12; 2.10; 3.1)</p> | <p>Use the following dances:</p> <ul style="list-style-type: none"> - Line Dances -- Slappin Leather, Alley Cat, Electric Slide, and New Yorker - Folk Dances -- Oh Johnny; Wild, Wild West - Social Waltz -- Two Step, Ten Step - Aerobics -- Step Aerobics, DDR, & Kick boxing |
| <p>11. Learn intermediate folk, square, social, and ballroom dances as an extension of the dances. (1.1; 1.2; 1.7; 1.10; 1.12; 3.4; 3.7; 3.8)</p> | <ul style="list-style-type: none"> - Intermediate Folk -- Cotton Eye Joe and the Renegade - Intermediate Line Dance -- Cruisin, Tush Push - Intermediate Social Dance – Triple Step Pattern Polka Plus Application Turns |

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| <p>Content Area Standards (State/National Standards)</p> |
| <p>The students will demonstrate content proficiency by:</p> |
| <p>Standards: 1, 2, 3</p> |

EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Health/Physical Education
Course Title: Life Fitness 1

CONTENT AREA IV: INDIVIDUAL ACTIVITIES

GOAL: Develop fundamental skills, understand basic strategies and rules, while learning to enjoy an individual activity.

| OBJECTIVES | SUGGESTED ACTIVITIES |
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| The student will be able to: | |
| 1. Understand the basic movement skills and knowledge of rules and strategies involved in individual sports. (1.1; 1.4; 1.5; 1.7; 1.10; 2.2; 2.5; 2.10; 3.2; 3.3; 3.5) | - Students will practice movement skills involved in the various individual sports and participate in class discussions and test on rules. |
| 2. Understand the bio-mechanics of each individual sport and apply exercise physiology with each one's personal goals. (1.2; 1.3; 1.4; 1.5; 2.2; 2.8; 3.5) | - Students will gain an understanding of the muscles that play an important role in each sport or activity as it applies to lifetime fitness and demonstrate knowledge of how different equipment enhances performance. |
| 3. Have a better self-image with a philosophy that they can participate and have fun and feel good about themselves as they workout and play to their own needs. (1.6; 2.1; 2.2; 2.5; 3.2; 3.4; 3.5) | - As students participate in a wide variety of individual sports and games, they will have the opportunity to choose for themselves which activity is best for them. |
| 4. See the benefits of the social aspect of playing with small groups and against one's self and others while enjoying similar activities. (1.6; 1.11; 2.2; 3.4; 3.7; 3.9; 3.10) | - Create an atmosphere in which all students play the games for fun and enjoyment and realize the intrinsic values of each activity or game as it applies to each individual player. |
| 5. Learn basic individual activities. (1.1; 1.4; 1.7; 1.8; 1.9; 1.10; 1.11; 1.12; 2.2; 2.5; 3.4; 3.5) | - Students will learn basic skills and games that include track and field, orienteering, cycling, and scooter board. |
| 6. Acquire intermediate individual activities. (1.1; 1.4; 1.7; 1.8; 1.9; 1.10; 1.11; 1.12; 2.2; 2.5; 3.4; 3.5) | - Students will more advance skills and games that include golf, archery, and outdoor survival. |

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| Content Area Standards (State/National Standards) |
| The students will demonstrate content proficiency by: |
| Standards: 1, 2, 3 |

EL DORADO UNION HIGH SCHOOL DISTRICT

Department: Health/Physical Education
Course Title: Life Fitness I

CONTENT AREA V: DUAL ACTIVITIES

GOAL: Develop fundamental skills, understand basic strategies and rules, while learning to enjoy a dual activity.

| OBJECTIVES | ACTIVITIES |
|--|---|
| The student will be able to: | |
| 1. Display the ability to work cooperatively with a teammate and use conflict resolution skills. (1.1; 1.2; 1.4; 1.7; 1.9; 1.10; 2.2; 3.1; 3.2; 3.9) | 1. Individual students demonstrate an understanding of the role of both players on a team by moving and participation in their positions as guided by the instructor. |
| 2. Describe the origin of a variety of dual sports and its role in society. (2.10; 3.6; 3.7; 3.8) | 2. Students will demonstrate knowledge of history of dual sports and its role in society through written tests |
| 3. Apply transfer of learning principles to learning new skills in a variety of dual activities. (1.9; 2.4; 2.5; 3.5) | 3. Dual activities will be sequence from basic to advance. For example pickle ball and paddle tennis will be followed by table tennis, badminton, and tennis. |
| 4. Demonstrate an understanding of basic offensive and defensive strategies. (1.4; 1.10; 1.11; 2.10) | 4. Practice offensive and defensive strategies in drills and daily game play situations such as pickle ball, table tennis, badminton. |
| 5. Participate in dual activities with carry over value. (1.2; 1.12; 2.1; 2.2) | 5. Be able to identify during class discussions which sports and games are typically offered in a community recreational program. |
| 6. Use feedback to improve performance. (1.7; 1.8; 1.9; 1.10; 1.11, 2.4; 3.3) | 6. Demonstrate and model, ball control and locomotor skills in drill situations. |

| Content Area Standards (State/National Standards) |
|---|
| The students will demonstrate content proficiency by: |
| Standards: 1, 2, 3 |

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

**Alignment of the EDUHSD Courses of Study
with State/National Content Standards**

Department: Health/Physical Education

Grade Level: 9

Course: Life Fitness I

Major Goal

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

SOCIAL DEVELOPMENT

State/National Standards

Standard 1: Demonstrate knowledge and competence in motor skills, movement patterns and strategies needed to perform a variety of physical activities.

Give examples of student work that demonstrates mastery of this standard

1. Participate in individual and dual sports using the fundamental skills and strategy of the sport.
2. Exhibit competency in a variety of basic survival swim skills with or without apparatus.
3. Recognize rhythm in music and coordinate dance movements to the rhythm.
4. Demonstrate proper weight training techniques.
5. Participate actively in Life Fitness class.
6. Demonstrate or discuss historical perspective of physical education.
7. Calculate target heart rate.
8. Use body composition analyzer/futrex.
9. Use polar heart monitors.
10. View video of biomechanical skills.
11. Analyze current P.E. program and related careers from around the U.S. and the world.
12. Recognize the historical roles of games, sports and dance.

Identify best practices used to teach standard

1. Teacher modeling of proper movements.
2. Videotape students in activity for corrections.
3. Students practice skills correctly.
4. Peer modeling and coaching of correct movements.
5. Team competition and repetition in small groups.
6. Monitoring of student activity level.
7. Keep a journal of activity at school or at home.
8. Monitor target heart rate during activities.
9. Need hear monitors at each site. Participate in activities where heart rate is monitored.
10. Need body composition analyzer at each site. Calculate student's body composition.
11. Need inservice training and computer training at each site.
12. Observe video of biomechanical skills.
13. Interview parents/grandparents about P.E. programs.
14. Invite guest speakers – foreign exchange students' programs around the world.
15. Identify related careers around the world.
16. Discuss Title IX, women in sport, changes in specific sports over time.

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

**Alignment of the EDUHSD Courses of Study
with State/National Content Standards**

Department: Health/Physical Education

Grade Level: 9

Course: Life Fitness I

Major Goal

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

SELF IMAGE AND PERSONAL DEVELOPMENT

State/National Standards

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.

Give examples of student work that demonstrates mastery of this standard

1. Analyze offensive and defensive strategy in games and sports.
2. Recognize the characteristics of highly skilled performances and recognize the relationship between biomechanical principles and movements.
3. Apply biomechanical concepts and principles to improve performance.
4. Expose students to career opportunities in physical education, sports, and health-related fields.
5. Dress in proper uniform to participate successfully in class.
6. Students will participate in all activities and cooperate with the teacher and fellow students independent of peer pressure.
7. Test will be administered on safety rules and procedures for class activities.
8. Be held financially responsible for willful damage to facilities and/or equipment.

Identify best practices used to teach standard

Videotapes of highly skilled athletes.

Model activity properly and improperly.

Use video to analyze student movements.

Peer modeling of activity.

Discuss positive and negative sport celebrity behaviors and consequences. Compare behavior to their own, appropriate or not.

Discuss career opportunities in physical education, sports, and health-related fields.

Proper attire is required for activity.

Document student participation throughout the activity.

Test and/or discuss safety rules and procedures.

Report damage caused by students to administration.

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

**Alignment of the EDUHSD Courses of Study
with State/National Content Standards**

Department: Health/Physical Education

Grade Level: 9

Course: Life Fitness I

Major Goal

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

SELF IMAGE AND SOCIAL AND PERSONAL DEVELOPMENT

State/National Standards

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles and strategies as they apply to learning and performance of physical activity.

Give examples of student work that demonstrates mastery of this standard

1. Participate in a variety of physical activities appropriate for enhancing physical fitness.
2. Demonstrate ability to properly stretch and warm-up the body before and after exercise.
3. Understand the physiological, psychological, and social benefits of a healthy active lifestyle.
4. Analyze whether they are exercising to maintain a healthy lifestyle and make recommendations to change their level if needed.
5. Act independently of peer pressure.
6. Follow District guidelines regarding cultural, ethnic, religious diversity or sexual harassment.
7. Participate in activities representing different cultures.

Identify best practices used to teach standard

Assessment of class participation.

Written exams, class discussions, written assignments, and/or group reports on fitness subjects.
Physical Fitness Test participation.

Model acceptable behavior by instructor and teachers assistants.

Resolve confrontations in a socially responsible manner.

Experience activities that represent different cultures.