PHYSICAL EDUCATION COURSE OUTLINE (PE 1)
Fitness and Lifetime Sports

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COURSE DESCRIPTION
By the end of this course, the learner will demonstrate the ability to plan and implement different types of personal fitness programs, demonstrate competency in two or more lifetime activities (outdoor pursuits, individual performance activities, net/wall games, etc.), describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment .5 Carnegie Units

GOALS
1. Students demonstrate the motor skills and movement patterns needed to perform a variety of lifetime sports.
2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

STANDARDS
See addendum for a complete listing of what students are expected to know and be able to do at the completion of this course

COURSE MATERIALS

Unit focus
1) Fitnessgram/Baseline data
2) Personal Fitness and Wellness
3) Group Fitness
4) Lifetime Sports: Individual and Dual Net/Wall games
5) Lifetime Sports: Outdoor Pursuits
6) Fitness Assessment and Program design
PERFORMANCE CRITERIA  (required)

Demonstrate the necessary motor skills and movement patterns required to participate in a variety of physical activities

Participate in moderate to vigorous physical activity while using a heart-rate monitor at least four days each week that develops and maintains the five components of physical fitness.

Complete (minimally) bi-annual fitnessgram assessments and use physical fitness test results to set and adjust goals to improve fitness.

Portfolio Projects:
Evaluate Your Options: Explore community resources for participating in physical activity outside of school. (Cornerstone 1 Project 1)

Exercise as Stress Management: Designs and implements stress-management strategies (e.g. relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (Project 2)

Let’s Get Fit: Design a fitness program that includes all aspects of health related fitness: cardiorespiratory endurance, flexibility, muscular endurance and muscular strength. (Cornerstone 2 Project 3)

Practice Makes Perfect: Create a practice plan to improve a specific lifetime sport skill, for example, how to improve a backhand in tennis. (Project 4)

A lifetime of Sport: Select two lifetime sports where they will demonstrate proficiency in the skills associated with each of the self-selected sports. (Cornerstone 4 Project 6)

Additional Assignments (As determined by instructor)

Practice and Applications 50%
- Fully engaged and executing exercises and activities with effort.

Participation 10%
- Completely uniformed & groomed for class by roll call.
- Positive approach & attitude
- Appropriate Conduct & Behavior as it relates to the students’ understanding consequences of their personal cause effect actions/reactions.

Assessments 40%
- Quizzes
- Unit Tests
- Performance tasks
- Projects
ASSESSMENTS

Activity journal, fitness plan, fitness test criteria, portfolio, tests/quizzes, performance-reflection journal, presentation, record of performance (e.g., skill assessments), essay, group and/or individual project

* Expected in all high school courses: Mid-term exam, final exam, and projects

STANDARDS

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.H2.L1 Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip-hop, tap).
S1.H3.L1 Demonstrates competency in 1 or more specialized skills in health-related fitness activities
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.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.H4.L1 Identifies examples of social and technical dance forms.
S3.H1.L1 Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.
S3.H2.L1 Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active, lifestyle.
S3.H6.L1 Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.
S3.H7.L1 Demonstrates appropriate technique in resistance-training machines and equipment free weights.
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.H10.L1 Calculates target heart rate and applies that information to personal fitness plan.
S3.H14.L1 Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
S4.H1.L1 Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.
S4.H2.L1 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
S4.H3.L1 Uses communication skills and strategies that promote team or group dynamics.
S4.H4.L1 Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.
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).
S5.H1.L1 Analyzes the health benefits of a self-selected physical activity.
S5.H5.L1 Analyzes the health benefits of self-selected physical activity