

# Perris Union High School District Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Foundations of Personal Fitness</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> X Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> X 10 <input checked="" type="checkbox"/> X 11 <input checked="" type="checkbox"/> X 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<b>Is this classified as a Career Technical Education course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> X No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject: Physical Ed.</i>  <i>To be completed by Human Resources only.</i> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> <i>Michelle Allen</i>              Signature           </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"> <i>12/3/2019</i>              Date           </div> </div>	
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> X No	<b>Meets "Honors" Requirements?</b> <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> X No	
<b>Meets UC/CSU Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> X No (Will be verified by Ed Services)	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> X 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Meets "AP" Requirements?</b> <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> X No	<b>Submitted by:</b> Site: Paloma Valley Date: 11/18/2019	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		11-18-19
Asst. Superintendent of Educational Services		
Governing Board		

<b>Prerequisite(s) (REQUIRED):</b>
PE 9
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

## B. COURSE CONTENT

<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal fitness. It is a physical education course option for students that prefer personal fitness activities over team sports.
<b>Course Outline (REQUIRED):</b> <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
<b>Introduction to Fitness and Conditioning</b> <ul style="list-style-type: none"> <li>• Class Curriculum, Expectations, Grading Policy</li> </ul> <b>Fitness/Conditioning</b> <ul style="list-style-type: none"> <li>• Classroom Rules and Procedures</li> <li>• Locks and Locker Room Procedures</li> <li>• Dressing Policy</li> </ul> <b>Fitness Pre-Test</b>

- Assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement.

**Physical Fitness Concepts and Techniques**

- Apply principles of physical fitness
- Apply physiological principles involved in human movement.
- Select a leisure time physical activity and identify opportunities in the community to participate in this activity.
- Describe current trends in fitness and conditioning
- Understand the components of total health fitness and the relationship between physical activity and lifelong wellness.
- Fitness Technology: OPTIONAL (heart rate monitors/pedometers)

**Cardiorespiratory Endurance Training**

- Safety techniques (including modifications for health conditions, i.e. asthma, obesity; breathing techniques; proper movement forms, i.e., correct stride, arm movements, body alignment; proper warm-up, cool down, and stretching)
- Demonstrate competency in monitoring heart rates during activity (either manual or through the use of heart rate monitors)
- Assess cardiorespiratory fitness and set goals to maintain or improve fitness levels
- Participate in a variety of cardiorespiratory activities including i.e. power walking, pacer test, interval training, distance running, aerobics and circuits.
- Demonstrate an awareness of cardiorespiratory fitness opportunities in the community

**Muscular Strength and Endurance Training**

- Safety techniques (body alignment, spatial awareness, and proper breathing techniques)
- Demonstrate an understanding of proper strength training principles and concepts in order to achieve desired results
- Perform basic strength training exercises (including planks, sit-ups, push-ups, lunges, squats)

**Flexibility Training**

- Safety techniques (stretching protocol; breathing and relaxation techniques)
- Demonstrate an understanding of the basic types of flexibility exercises (i.e. dynamic, static)

**Fitness Post Test**

- Reassess personal fitness and compare scores to pre-test scores and personal goals

**Closure**

- Evaluate fitness and activity plans
- Reflection
- Locker Room Shut-down

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

At the beginning of the semester students will assess their personal fitness and compare their personal scores to the health standards. They will also set goals of maintenance and improvement.

At the end of the semester students will reassess their personal fitness scores and compare them to their pre-test scores.

## INSTRUCTIONAL MATERIALS (REQUIRED)

### Textbook #1

Title: N/A

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

### Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

N/A

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*  
If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$0

Description of Additional Costs:

Additional costs:\$-

**Total cost per class set of instructional materials:** \$0

### Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

- Participate in physical activity daily

- Fitness Pre-Test/Post-Test (Fitnessgram)
- Goal Setting Worksheet

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

- Demonstrations - by teacher or student(s)
  - Lecture
  - Modeling
  - Guided practice
  - Group discussion
- Student centered learning to include:
- peer coaching
  - reciprocal teaching
  - checklists
  - guided discovery
  - stations and circuits
  - task cards

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

- Student achievement in this course will be measured using multiple assessment tools including but not limited to:
- Performance-based assessments which assess physical education cognitive concepts and skills
  - Checklists
  - Fitnessgram
  - Fitness Plan

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
5	Students will assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement.	2.1		
ongoing	Students will understand the components of total health fitness and the relationship between physical activity and lifelong wellness.	2		
ongoing	Students will demonstrate proper safety techniques.	3.1		

ongoing	Students will demonstrate an understanding of proper strength training principles and concepts in order to achieve desired results and will perform basic strength training exercises	1		
5 days	Students will reassess personal fitness scores.	2.9		

C. HONORS COURSES ONLY	
Indicate how much this honors course is different from the standard course.	

D. BACKGROUND INFORMATION	
<b>Context for course (optional)</b>	
<b>History of Course Development (optional)</b>	