

eSchool Course Syllabus

Syllabus for Foundations of Personal Fitness

The Plano ISD eSchool Mission is to create a borderless classroom based on a positive student-teacher relationship that fosters independent, innovative critical thinking and empowers students to thrive, contribute, and compete in a global society.

Course Number: PES00052

Course Title: Foundations of Personal Fitness (PEFOUND)

Communications

All communication with your teacher will be through the utilization of electronic tools such as email and discussion boards. Your assignments will be submitted directly into the Blackboard Learning Management System. You will receive a Welcome email from your teacher when your course is ready for you. You may email your teacher at any time with questions that you might have.

Course Description

The emphasis of this course is that "Anybody Can be Fit." It is designed so that students, regardless of genetic makeup or the drive to become a successful competitive athlete can acquire and maintain a moderate to high level of personal fitness. This starts with a realistic knowledge about yourself and continues with information that you will gain throughout this course. You will begin the course by identifying and evaluating the level of personal fitness that you currently have. As you continue your work, you will learn how to develop and design a program specific to your personal goals. You will learn and participate in a variety of activities that will help you with your goals; you will also learn the proper techniques in performing these activities. Nutrition plays an important role in achieving personal fitness. You will learn the basics of a proper diet and how the combination of diet and exercise can help you to attain change in body composition. Today's teens face interesting lifestyle challenges. In this course, you will always address issues such as caffeine, sun exposure, fitness facilities, sports drinks, and sugar.

Prepare to be active! This course is designed for you to actively participate in activities/exercises that will help you to attain your goals of fitness. You must be involved in order to learn the proper techniques and to reap the benefits from this course. This course will give you the tools necessary to lead a healthy lifestyle; it is up to you whether you achieve it.

Course Objectives and Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

- assess current physical condition and develop a plan to improve personal fitness levels
- assess other areas of personal health such as nutrition, risk factors, and outside influences
- develop skills that will lead to lifelong healthy habits

Prerequisites

Basic computer skills are necessary to progress normally through your online course. It is not necessary to be an expert, but a student must know how to use the basic capabilities of a computer: e.g. using the keyboard and mouse, Internet browsing, and open/save files on your computer.

Hardware: Students must have a working, current computer available, with adequate storage to download and save large files. A display of at least 1024X768 resolution is preferred. A sound card and speakers will be required for most courses, and a microphone is required for language courses. The availability of a printer is recommended

Software/Applications: Microsoft Office (2007 or higher) or a similar word processing, spreadsheet and presentation manager is required. A current version of a web browser (such as Internet Explorer, Cortana, Firefox, Safari, Chrome), is required. Adobe Acrobat Reader (free download) is required in many courses.

Internet Connectivity: Students must have availability of a working Internet connection. Direct high-speed Internet connection is recommended.

Email: Students must have an active, functioning email account with an "appropriate" email address to use for communicating with your teacher throughout the course and for communications with the eSchool office.

Course Materials

All course materials are available within the Learning Management System (Blackboard) or on websites specified within the course.

Course Management Policies

The instructor adapts to the district IEP whenever instructionally and technically possible.

As a first step in collecting all of the information that is needed to work with each student effectively, we ask that the student, or the receiving district site coordinator on the student's behalf, log onto the website and complete the online registration process. Please complete this registration process as soon as possible to allow time to set up the course and send the student the information to access it and begin working.

Academic Integrity/Copyright Policy:

Academic integrity violations, plagiarism, and copyright violations will not be tolerated. The Introductory unit of your course will teach you the details of PISD's expectations on such topics. Your teacher will utilize plagiarism check tools throughout the course.

Online Etiquette ("Netiquette"):

Netiquette is meant to help you communicate professionally and effectively in an online collaborative setting. Students will follow all guidelines relating to internet etiquette and will communicate respectfully with all people. The Introductory unit of your course will teach you the details of PISD's expectations on such topics. Your course will contain discussion boards, journals, blogs and/or wikis where your "netiquette" is important.

Privacy Policy:

Plano ISD's FERPA policy may be found at <https://pol.tasb.org/Policy/Code/312?filter=FL>.

Grading and Evaluation

In order to earn credit for an online course, a student must:

1. complete all course work
and
2. in that process of completing all course work, earn a passing average of at least 70.

That average is determined by the number of points that a student earns divided by the total number of points available in the course.

For example, if you earn 820 points in the course, your grade will be:

$$820 \div 1083 = 0.757 \text{ for a grade of } 76.$$

A student or parent may check the course grade at any time. The first step is to log into the course. On the toolbar to the left, click the tab for Tools, and then click My Grades.

Teacher discretion may always be used when accepting and grading work. Please note that a teacher may deduct points for work submitted past the student's specific due date/s. If all course work is not submitted before the specified course end date, the student will not be awarded credit for the course.

Assessments:

All courses contain a number of self-assessments (allowing the student to gauge their understanding of the material before proceeding to a graded assessment. Graded assessments include quizzes as well as exams. The student's school district (known as the receiving district), is required to provide proctors for major exams.

Class Participation:

Every student will have a specific schedule for completing and submitting assignments and tests. Students are required to adhere to their schedule. Students must maintain consistent email communication with their teacher. Students must complete the discussion assignments and collaborative activities throughout the course. Students who are not adhering to their course schedule, or students who are not maintaining the basic requirements of participation, such as maintaining email communication with their teacher, may be dropped from the course.

Drop Policy:

Students may choose to drop the course within 15 days from their start date without penalty. Notify your school's/district's site coordinator to have them indicate such a drop situation to TxVSN.

Course Content and Assignments

Introductory Unit	Unit Objectives <p>Upon completion of this unit, you will understand terms related to academic integrity, such as plagiarism, cheating, paraphrasing, quoting, citing, public domain, fair use, academic dishonesty, copyright, and self-plagiarism. In addition, you will become familiar with the guidelines for avoiding academic dishonesty, Netiquette, and how to respond on discussion boards used in this course.</p> Assignments <ul style="list-style-type: none">• Journal Activity• Introductory Unit Notes and Activities Discussion <ul style="list-style-type: none">• Netiquette Discussion Board
Unit 1	Unit Title: Understanding Fitness Unit Objectives: Upon completion of this unit, the student will be able to: <ul style="list-style-type: none">• define personal fitness.• identify and describe the health-related components of fitness.• identify and describe the skill-related components of fitness.• identify specific fitness tests for each component.• assess own level of personal fitness.• identify risk factors associated with premature death.• identify and describe the difference between controllable and uncontrollable risk factors.• set goals to achieve a desired level of personal fitness. Multimedia / Presentation <ul style="list-style-type: none">• Two PowerPoint presentations with audio are included in this unit. Readings <ul style="list-style-type: none">• All required reading material is contained within this unit. Discussion <ul style="list-style-type: none">• A Discussion Board assignment is included in this unit.• A blog assignment is included in this unit. Assessments <ul style="list-style-type: none">• Three (3) quizzes• Two (2) assignments must be completed and turned in to the teacher.• Unit Exam

Course Content and Assignments

Unit 2

Unit Title: Developing a Personal Fitness Program

Unit Objectives:

Upon completion of this unit, the student will be able to:

- define health-related fitness.
- define skill-related (performance-related) fitness.
- identify specific components of fitness, such as:
 - health-related fitness
 - skill-related fitness
- identify factors that influence health-related fitness and skill-related fitness such as:
 - FITT Principle
 - Scientific Principles of Fitness:
 - overload
 - progression
 - specificity
- develop personal fitness tests to determine levels of personal fitness for each of the identified fitness components.
- through study of the results of these fitness tests, identify areas of concern and determine long-term and short-term goals suitable for the development of appropriate wellness levels.
- demonstrate the proper way to calculate heart rate, maximum heart rate, target heart rate and rate of perceived exertion.
- identify appropriate dress.

Multimedia / Presentation

- A PowerPoint presentation with audio is included in this unit.

Readings

- All required reading material is contained within this unit.

Discussion

- A blog assignment is included in this unit.

Assessments

- Three (3) assignments must be completed and turned in to the teacher.
- Unit Exam

Course Content and Assignments

Unit 3

Unit Title: Cardiovascular Fitness

Unit Objectives:

Upon completion of this unit, the student will be able to:

- know how the heart, lungs, and blood vessels contribute to cardiovascular fitness.
- explain how moderate to high levels of cardiovascular fitness can reduce your risk for cardiovascular disease.
- know the difference between aerobic and anaerobic exercises and activities.
- explain the benefits of engaging in regular cardiovascular fitness activities and exercises.
- explain how you can develop moderate to high levels of cardiovascular fitness.

Multimedia / Presentation

- Two PowerPoint presentations with audio are included in this unit.

Readings

- All required reading material is contained within this unit.

Discussion

- A Discussion Board assignment is included in this unit.

Assessments

- Two (2) quizzes
- One (1) assignment must be completed and turned in to the teacher.
- Unit Exam

Course Content and Assignments

Unit 4

Unit Title: Muscular Strength, Endurance, and Flexibility

Unit Objectives:

Upon completion of this unit, the student will be able to:

- have an understanding of weight resistance principles.
- be able to define and explain the difference of muscular strength and muscular endurance.
- understand the benefits of resistance training.
- identify individual goals for resistance training.
- identify and explain the use of a spotter in training.
- review your own current strength and endurance percentile and discuss appropriate goals for further development of personal muscular strength and endurance.
- understand and explain correct lifting technique for a variety of resistance exercises which are specific to particular muscle groups.
- design and explain an appropriate resistance-training program to meet your own personal needs.
- understand proper gym etiquette.
- define three types of flexibility
- identify where both static and dynamic flexibility occur in activities
- explain why flexibility is important and how it contributes to the development and maintenance of moderate to high levels of personal fitness
- explain how moderate to high levels of flexibility fitness can reduce your risk for functional health problems.
- discuss the benefits of developing and maintaining good to better levels of flexibility

Multimedia / Presentation

- Four PowerPoint presentations with audio are included in this unit.

Readings

- All required reading material is contained within this unit.

Discussion

- None in this unit.

Assessments

- Three (3) quizzes
- Two (2) assignments must be completed and turned in to the teacher.
- Unit Exam

Course Content and Assignments

Unit 5	<p>Unit Title: Body Composition</p> <p>Unit Objectives: Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none">• identify the term body composition and explain the role it plays in maintaining a moderate to high level of personal fitness.• discuss how health problems decrease when an appropriate body composition is maintained.• identify and explain how to control your body weight and body composition safely.• list and describe body composition evaluations that you could use to assess your body composition now and in the future.• identify body types and how they relate to your current body composition.• create a public service announcement which emphasizes the concepts of fat prevention. <p>Multimedia / Presentation</p> <ul style="list-style-type: none">• Two PowerPoint presentations with audio are included in this unit. <p>Readings</p> <ul style="list-style-type: none">• All required reading material is contained within this unit. <p>Discussion</p> <ul style="list-style-type: none">• None in this unit. <p>Assessments</p> <ul style="list-style-type: none">• Two (2) quizzes• Three (3) assignments must be completed and turned in to the teacher.• Unit Exam
Unit 6	<p>Unit Title: Nutrition</p> <p>Unit Objectives: Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none">• understand personal nutritional requirements.• understand the use of vitamins and minerals in overall nutrition.• recognize the function of the major nutrients—protein, minerals, vitamins, carbohydrates, fats and water.• assess personal daily caloric needs.• develop a simple diet plan.• understand why diets do not work.• understand the need for proper nutrition as it relates to personal long-term health. <p>Multimedia / Presentation</p> <ul style="list-style-type: none">• Three PowerPoint presentations with audio are included in this unit. <p>Readings</p> <ul style="list-style-type: none">• All required reading material is contained within this unit. <p>Discussion</p> <ul style="list-style-type: none">• A blog assignment is included in this unit. <p>Assessments</p> <ul style="list-style-type: none">• Four (4) assignments must be completed and turned in to the teacher.• Unit Exam

Course Content and Assignments	
Unit 7	<p>Unit Title: Lifestyle and Community</p> <p>Unit Objectives: Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> • understand the importance of sleep. • analyze the difference between sports drinks and energy drinks. • present a valid argument for a healthy lifestyle. • understand the importance of water. • identify the effects of caffeine on the body through pills and energy drinks. • identify risk factors and preventative measures for skin cancer. • become familiar with eating disorders, their associated medical problems, and behavioral patterns. <p>Multimedia / Presentation</p> <ul style="list-style-type: none"> • Two PowerPoint presentations with audio are included in this unit. <p>Readings</p> <ul style="list-style-type: none"> • All required reading material is contained within this unit. <p>Discussion</p> <ul style="list-style-type: none"> • Two Discussion Board assignments are included in this unit. <p>Assessments</p> <ul style="list-style-type: none"> • One (1) assignment must be completed and turned in to the teacher. • Unit Exam
Unit 8	<p>Unit Title: Program Design</p> <p>Unit Objectives: Upon completion of this unit, the student will be able to:</p> <ul style="list-style-type: none"> • create a personal fitness and nutrition program for him/herself. <p>Multimedia / Presentation</p> <ul style="list-style-type: none"> • None in this unit. <p>Readings</p> <ul style="list-style-type: none"> • All required reading material is contained within this unit. <p>Discussion</p> <ul style="list-style-type: none"> • None in this unit. <p>Assessments</p> <ul style="list-style-type: none"> • Two (2) project assignments must be completed and turned in to the teacher.
Final Exam	<p>The Final Exam for this Foundations of Personal Fitness course consists of two parts.</p>

Chapter 116. Texas Essential Knowledge and Skills for Physical Education Subchapter C. High School

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.

§116.52. Foundations of Personal Fitness (One-Half Credit).

(a) General requirements. This course is the recommended prerequisite for all other physical education courses.

(b) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

(c) Knowledge and skills.

Source: The provisions of this §116.52 adopted to be effective September 1, 1998, 22 TexReg 7759.

TEKS	Bloom's Taxonomy	Where addressed
(1) Movement. While participating in physical activity, the student applies physiological and biomechanical principles to improve health-related fitness. The student is expected to:		
(A) apply physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression; and	APPLY	Unit 2 (Vocabulary, Concepts I), Unit 3 (Concepts II, Activity 1), Unit 4 (Concepts I, II, III, & Summary), Unit 8 (Program Design), and Final Exam
(B) apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction.	APPLY	Unit 1 (All activities, concepts, quizzes, exams), Unit 3 (All activities, concepts, quizzes, exams), Unit 8 (Program design), and Final Exam
(2) Social development. During physical activity, the student develops positive self-management and social skills needed to work independently and with others. The student is expected to:		
(A) apply rules, procedures, and etiquette; and	APPLY	Unit 3 Concept I, Unit 4 (Concept II Etiquette, Concept III - weight lifting plan, and Concept IV - safety rules of stretching), Unit 5 (Concept II- Skinfold and BMI), Unit 6 (Concept II Energy Balance Equation and Activity #2 Daily Caloric Intake, Unit 8, and Final Exam
(B) recognize and resolve conflicts during physical activity.	ANALYZE	Internal conflict: Units 3, 4, 5, 6, 7, 8 and Final Exam Throughout this course the student is constantly analyzing what is working and what is not; in cardio, weight lifting, body composition, and lifestyle (recognizing/resolving conflicts).

(3) Physical activity and health. The student applies safety practices associated with physical activity. The student is expected to:

(A) demonstrate safety procedures such as spotting during gymnastics and using non-skid footwear;	APPLY	Unit 2 (Concepts 1 Fitness Program-Heat Exhaustion, Warm up, Cool Down) Unit 4 (Concept III Resistance training guidelines/spotting, and Concept IV Flexibility- Stretches to Avoid), Unit 8 (Proper Stretching Technique Video, and Final Exam
(B) describe examples and exercises that may be harmful or unsafe;	UNDERSTAND	Unit 2 (Causes of Heat exhaustion / heat stroke), Unit 3 Heart rate/above THR/obesity, Unit 4 (Concept III Resistance training guidelines and Concepts IV Flexibility-Stretches to Avoid), Unit 8, and Final Exam
(C) explain the relationship between fluid balance, physical activity, and environmental conditions such as loss of water and salt during exercise; and	ANALYZE & UNDERSTAND	Unit 2 (Causes of Heat exhaustion / heat stroke). Unit 7 (Concepts I Water), and Final Exam
(D) identify the effects of substance abuse on physical performance.	UNDERSTAND	Unit 3 Concepts I - Smoking, (Understanding) Unit 7 (Concepts I – Steroids and Final) (Understanding), and Final Exam

(4) Physical activity and health. The student applies fitness principles during a personal fitness program. The student is expected to:

(A) explain the relationship between physical fitness and health;	ANALYZE	Unit 1 (Concept I Health Related Components of Fitness and Concept III Factors of Fitness and Disease), Unit 2 (Concept I Fitness and Exercise Principles), Unit 3 (Concept I Cardiovascular Fitness and Concept II Cardiovascular Fitness Plan), Unit 5 (Concept I Body Composition Basics), Unit 8, and Final Exam
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	(B) participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency;	APPLY	Unit 1 (Health Related and Skill Related Fitness Test), Unit 2 (Activity 2A – Personal Health Profile), Unit 3 (Students Create a 6 week cardiovascular fitness plan), and Unit 8 (Final Project Video)
	(C) demonstrate the skill-related components of physical fitness such as agility, balance, coordination, power, reaction time, and speed;	APPLY	Unit 1 (Skill Related Fitness Test), Unit 2 Activity 1
	(D) compare and contrast health-related and skill-related fitness;	ANALYZE	Unit 1 (Quiz 2), Unit 2 (Activity 1 and Activity 2B-Personal Health Profile), and Final Exam
	(E) describe methods of evaluating health-related fitness such as Cooper's 1.5 mile run test;	UNDERSTAND	Unit 1 (Health Related Fitness Test), Unit 2 (Activity 1), Unit 8 (Program Design - the students perform the test), and Final Exam
	(F) list and describe the components of exercise prescription such as overload principle, type, progression, or specificity;	UNDERSTAND	Unit 2 (Vocabulary and Concepts I), Unit 3 (Activity 1), Unit 4(Concepts I,II, and III, Activity I and II), Unit 8 (Program Design), and Final Exam
	(G) design and implement a personal fitness program; and	CREATE	Unit 1 (Quiz 1-Goals), Unit 3 (Concept II and Activity 1), Unit 4 (All Concepts and Activities), Unit 8 (Program Design), and Final Exam
	(H) evaluate consumer issues related to physical fitness such as marketing claims promoting fitness products and services.	EVALUATE	Unit 6 (Concepts I and Activity I & IV), Unit 7 (Concepts 1/Final-Added Sports Drinks Test Question), and Final Exam

(5) Physical activity and health. The student comprehends practices that impact daily performance, physical activity, and health. The student is expected to:

(A) investigate positive and negative attitudes towards exercise and physical activities;	ANALYZE	Unit 1(Exam) ,and Final Exam
(B) describe physical fitness activities that can be used for stress reduction;	UNDERSTAND	Unit 1 (Exam)
(C) explain how over training may contribute to negative health problems such as bulimia and anorexia;	UNDERSTAND	Unit 4 (Concept II), Unit 7 (Concept II) and unit exam, Final Exam
(D) analyze the relationship between sound nutritional practices and physical activity;	ANALYZE	Unit 5 (Concepts I), Unit 6 (Concepts II and III), Unit 8 (Program Design), and Final Exam
(E) explain myths associated with physical activity and nutritional practices;	UNDERSTAND	Unit 1 Concepts III, and Unit 1 Exam
(F) analyze methods of weight control such as diet, exercise, or combination of both; and	ANALYZE & CREATE	Unit 1, 2, 3, 4, 5(Concept I and II), Unit 6 (Concept I,II, and III), Unit 7 (Concept I –Sports Drinks), Unit 8 (Program Design), and Final Exam (Creating)
(G) identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health.	UNDERSTAND	Unit 1, 3 Concepts and exam, Unit 6 concepts and exam, and Final Exam (Understand)