

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY
DRAFT**

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| COURSE TITLE: | Aerobics I |
| COURSE NUMBER: | 8970 |
| CALPADS NUMBER: | 2507 |
| CST: | None |
| DEPARTMENT: | Physical Education |
| NCLB TEACHER CREDENTIAL REQUIREMENTS: | To be determined by the Credential Analyst in Personnel |
| LENGTH OF COURSE: | One Semester or One Year |
| CREDITS PER SEMESTER: | 5 |
| GRADE LEVEL(S): | 10th, 11th, 12th |
| GRADUATION REQUIREMENT OR ELECTIVE: | Elective |
| PREREQUISITES: | None |

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course is designed to give students the opportunity to learn aerobic routines and training techniques used for achieving optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn basic aerobic steps as well as simple and complex aerobic dance combinations. 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. Students will gain an awareness of the career paths related to group exercise and fitness.

COURSE OUTLINE:

1. MAJOR GOALS PERTAINING TO AEROBICS & FITNESS

- 1.1 Analyze efficient movement skills required for lifelong fitness
- 1.2 Examine fundamental movements in various group exercise formats
- 1.3 Achieve and maintain an improved health-enhancing level of physical fitness
- 1.4 Analyze knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity
- 1.5 Develop knowledge of career paths related to aerobics and fitness

2. PERFORMANCE OBJECTIVES:

- 2.1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities
- 2.2 Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies
- 2.3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity

3. CONTENT OUTLINE:

- 3.1 Standard 3: Introduction to Aerobics I
 - 3.1.1 Philosophy
 - 3.1.2 Class Curriculum, Expectations, Grading Policy
 - 3.1.3 Classroom Rules and Procedures
 - 3.1.4 Locks and Locker Room Procedure
 - 3.1.5 Dressing Policy
- 3.2 Standard 2: Fitness Pre-Test
 - 3.2.1 Assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement
- 3.3 Standard 2: Physical Fitness Concepts and Techniques
 - 3.3.1 Understand principles of muscle building
 - 3.3.2 Recognize physiological principles involved in human movement during exercise
 - 3.3.3 Develop fitness goal and design an individual fitness plan
 - 3.3.4 Compare and contrast physical fitness scores to state scores and examine fitness plan to make necessary adjustments to fitness plan
 - 3.3.5 Identify current trends in aerobics and fitness activities
 - 3.3.6 Discuss recreational aerobic activities and locate community based opportunities for involvement
- 3.4 Standard 3: Social Skills and Cooperative Activities
 - 3.4.1 Recognize personal and social responsibility
 - 3.4.2 Indicate conflict resolution skills
 - 3.4.3 Express social skills: Encouragement, Active listening, Courtesy
 - 3.4.4 Select cooperative activities, ice breakers, tag games, trust activities, problem solving initiatives
- 3.5 Standard 2: Nutrition
 - 3.5.1 Describe nutrient values of food guide pyramid
 - 3.5.2 Identify healthy and non-healthy information on various nutrition labels
 - 3.5.3 Indicate ideal balance of food choices and exercise for weight maintenance, loss, or gain
- 3.6 Standard 1: Step Aerobics
 - 3.6.1 Discuss safety techniques (including step set-up, food positioning and placement, spatial awareness, instructional cues and techniques)

- 3.6.2 Demonstrate basic step moves (basic step, V-step, turn step, L-step, alternating knee lift, travel knee lift, repeater knee, etc.)
- 3.6.3 Develop basic competency in step routines
- 3.6.4 Muscle conditioning exercises utilizing the step
- 3.7 Standard 1: High/Low Impact Aerobics
 - 3.7.1 Discuss safety techniques (including foot positioning, spatial awareness, modifications for ability and fitness levels, pacing techniques, instructional cues and techniques)
 - 3.7.2 Demonstrate basic high impact and low impact aerobic dance movements (including marching, jogging, grapevine, knee lift, kick variations, jumping jack variations, arm patterns)
- 3.8 Standard 2: Cardio-respiratory Fitness
 - 3.8.1 Identify 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)
 - 3.8.2 Demonstrate competency in monitoring heart rates during activity
 - 3.8.3 Evaluate cardio-respiratory fitness level and set goals to maintain or improve current level of fitness
 - 3.8.4 Demonstrate achievement in ideal heart rate in various cardio-respiratory activities based on goal
 - 3.8.5 Demonstrate an awareness of cardio-respiratory fitness opportunities in the community
- 3.9 Standard 1: Aqua Aerobics
 - 3.9.1 Discuss basic water safety including pool rules and regulations
 - 3.9.2 Apply principles of water resistance to enhance effectiveness of the workout
 - 3.9.3 Demonstrate proficient aqua exercises with or without added resistance
 - 3.9.4 Perform water movements to improve fitness utilizing a variety of flotation devices
- 3.10 Standard 2: Resistance Training
 - 3.10.1 Apply safety techniques for various strength training movements with equipment
 - 3.10.2 Recognize principles and concept of muscle building based on goals
 - 3.10.3 Practice several resistance exercises using various equipment and body weight
- 3.11 Standard 2: Flexibility Training and Relaxation Techniques
 - 3.11.1 Safety techniques (stretching protocol; breathing and relaxation techniques)
 - 3.11.2 Demonstrate an understanding of the basic types of flexibility exercises (i.e., dynamic, static)
 - 3.11.3 Develop basic competency in relaxation and breathing techniques
- 3.12 Standard 1: Contemporary Aerobic Activities
 - 3.12.1 Safety techniques (proper body alignment, foot positioning, and upper and lower body movement forms, i.e., a punch, a jab, a roundhouse kick)

- 3.12.2 Demonstrate basic steps and routines of the different types of contemporary aerobics, i.e., Tae Bo, Zumba
- 3.12.3 Develop an understanding and appreciation for a variety of aerobic type activities
- 3.12.4 Perform various types of aerobic routines
- 3.13 Standard 2: Fitness Post Test
 - 3.13.1 Reassess personal fitness and compare scores to pre-test scores and personal goals
 - 3.13.2 Record data on fitness software
- 3.14 Standard 3: Closure
 - 3.14.1 Evaluate and implement fitness and activity plans
 - 3.14.2 Reflection
 - 3.14.3 Locker Room Shut-Down

4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:

- 4.1 Demonstrations – by teacher, student(s), or experts on video
- 4.2 Lecture
- 4.3 Modeling
- 4.4 Guided practice
- 4.5 Group discussion
- 4.6 Student centered learning to include:
 - Peer coaching
 - Reciprocal teaching
 - Checklists
 - Video (peer and self-analysis)
 - Guided discovery
 - Stations and circuits
 - Task cards
 - Computer lab

5. EVALUATION OF STUDENT PROGRESS:

- 5.1 Journals and logs
- 5.2 Portfolios
- 5.3 Checklists
- 5.4 Rubrics of performance assessments during activity
- 5.5 Quizzes and tests
- 5.6 Projects (rubric assessed)
- 5.7 Video
- 5.8 Computer software
- 5.9 Fitnessgram

6. TIME ESTIMATES:

- 6.1 Introduction to Aerobics (1 week)

- 6.2 Fitness Pre-Test (2 weeks)
- 6.3 Physical Fitness Concepts and Techniques (3 weeks – ongoing)
- 6.4 Nutrition (2 weeks)
- 6.5 Step Aerobics (4 weeks)
- 6.6 High/Low Impact Aerobics (4 weeks)
- 6.7 Cardio-respiratory Fitness (4 weeks – ongoing)
- 6.8 Aqua Aerobics (3 weeks)
- 6.9 Resistance Training for Muscular Strength and Endurance (4 weeks – ongoing)
- 6.10 Flexibility Training and Relaxation Techniques (2 weeks – ongoing)
- 6.11 Contemporary Aerobic Activities (4 weeks)
- 6.12 Fitness Post Test (2 weeks)
- 6.13 Closure (1 week)

7. INSTRUCTIONAL MATERIALS:

- 7.1 Chalkboard/white board, chart paper and easel, crates for portfolios/journals
- 7.2 Portable stereo with CD player and iPod connection
- 7.3 Wireless microphone and speaker system
- 7.4 Stopwatches
- 7.5 Clipboards (teacher and students class set) and pencils
- 7.6 Equipment appropriate to the unit: acquire from the District Stock Catalog and/or Physical Education Equipment Catalogs (i.e.: Sporttime, Gopher, Education Company, etc.)
- 7.7 Heart Rate Monitors
- 7.8 Fitnessgram Software and fitness testing equipment (skin fold calipers, tape or CD of push-ups and curl-ups cadence, rulers, mat with line for curl-ups, software)
- 7.9 Music CDs
- 7.10 Aerobics and/or exercise equipment

Sample Lesson Plan: Front Kick

Standard to be taught: 1.6 - Demonstrate independent learning of movement skills in aerobic activities.

Assessment:

1. Observation
2. Peer Visual Assessment
3. Journal

Teaching strategies:

1. Demonstration
2. Modeling
3. Guided Practice

Student activities:

1. Front Kick
 - a. Demonstrate steps
 1. Supporting leg bent
 2. Bring knee of kicking leg in front of body
 3. Extend kicking leg and snap it back (knee still flexed)
 4. Place kicking leg back down
 - b. Teacher cues steps and students model
 - c. Group practice
 - d. Students learn proper technique for a front kick as performed in aerobics

Resources:

1. Kickboxing Aerobics video or DVD
2. Internet
3. Group Exercise Fitness classes

Committee Members:

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|---------------------|--------------------------------------|----------------------------|
| 1. Melinda Hall | Director of Curriculum & Instruction | Curriculum & Instruction |
| 2. Spoogmai Habibi | Curriculum Specialist | Curriculum & Instruction |
| 3. Mandy Loushin | Physical Education Teacher | Ygnacio Valley High School |
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