



Beaver Dam High School Syllabus

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| Department: Physical Education School Year: 2012-2013 Course: Life Fitness II Grade Level: 11 th /12 th Required Materials: Appropriate gym clothes, tennis shoes, outerwear for outside activities | | Course Resources: Fitnessgram, Corbin's "Fitness for Life", "Wisconsin Physical Education State Standards" Prerequisites: Successful completion of Life I | | |
| Course Description: See Below | | | | |
| Units Covered: Adult Fitness, Couch Potato to 5K, Creating muscle chaos, Circuit design, Putting "it" to the test, Your Life/Your Plan. | | | | |
| Summative Assessments: <ul style="list-style-type: none"> • Quizzes • Mid-term • Pre-fitnessgram testing • Post-fitnessgram testing • Pedometer Project • Weight room cards • 2-Week summative assessments | | Formative Assessments: <ul style="list-style-type: none"> • Daily Work • PACER Wednesdays • Target heart rate worksheets • Blue question cards | | |
| Courses at BDHS run in a flexible schedule format. See selection to right for this course's format: | <u>One-Term 90</u> <input type="checkbox"/> | <u>Two-Term 90</u> <input type="checkbox"/> | <u>All-Year 45</u> <input type="checkbox"/> | <u>Other</u> <input checked="" type="checkbox"/> |
| School-wide Grading Procedures: Assessments 85% <ul style="list-style-type: none"> • Formative 30% (of assessment grade) • Summative 70% (of assessment grade) Cumulative Final 15% | | | | |
| <u>Summative Assessments:</u> (this shall constitute 70% of the term grade) Our goal is to assess what the students have learned from what we have taught. Summative assessments reflect the format and content of the formative learning opportunities. | | | | |
| Make-up Policy for Summative Assessment: The student may redo the summative assessment one time within one week after completing all formative tasks, and necessary additional learning. It is the student's responsibility to advocate for this opportunity and make the necessary arrangements. | | | | |

Cumulative Final: At the end of the semester, there will be a cumulative final exam. Students will not be allowed to retake this assessment. This will comprise 15% of the semester grade.

School-wide Grading Scale:

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|----|--------|----|-------|
| A+ | 98-100 | C+ | 77-79 |
| A | 93-97 | C | 73-76 |
| A- | 90-92 | C- | 70-72 |
| B+ | 87-89 | D+ | 67-69 |
| B | 83-86 | D | 63-66 |
| B- | 80-82 | D- | 60-62 |

Contact Information:

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Beaver Dam High School

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Life Fitness 2 – BDHS Physical Education - .5 credits

“Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.”

-Plato (368bc)

Life Fitness 2 – Topics for Understanding:

1. Benefits of Physical Activity

What are three hypokinetic conditions? How can activity reduce the risk of getting these conditions?

What are some wellness benefits of physical activity?

How is physical activity related to hyperkinetic conditions?

Why is inactivity a primary risk factor for many different diseases?

Name and describe the five parts of health-related physical fitness.

Name and describe the six parts of skill-related physical fitness.

Name 3 leading causes of death in the United States that could be prevented through exercise and a proper diet.

Why is it important for you to know your families health history?

What are the fitness tests we use in class to assess health-related fitness?

2. Learning Self-Management Skills

What are the four fitness ratings? How do they apply to your physical activity goal/plan?

What are some guidelines you should follow when setting goals?

What are some ways in which a log/journal can help people meet a fitness goal?

3. Lifestyle Physical Activity and Positive Attitudes

What are the three basic principles of exercises?

How does the FITT formula help you build physical fitness?

Explain why you should not exercise about your target ceiling

Describe the factors you should consider in selecting a good personal physical activity.

Explain why your physical activity plan should include activities from all parts of health-related fitness.

4. Making Consumer Choices

What are some guidelines to consider regarding the joining of a health or fitness club?

What should you consider before buying exercise equipment?

What are the guidelines for evaluating exercise videos, books or articles?

What are the guidelines for choosing a Web site for health and fitness information?

What is the food plate and how can it help you plan for healthy eating?

What are three examples of information you can find on a food label?

What are two common food myths? How are they incorrect or misleading?

5. Moving to Adult Wellness

How do you build a fitness/physical activity profile?

What are the five steps in planning a personal fitness program? Describe each step.

Life Fitness 2 – Focus on Fitness

Functional Fitness Warm-Ups – Training your body to handle real-life situations! Every day!

PACER Wednesdays (Cardio) – Heart attacks are the leading cause of death in the United States and the clock has already started ticking on your generation. Time to run for your lives! Every other Wednesday this semester, we will be working with teams & with partners towards achieving a class goal of everyone making it into the “Good” Fitness Zone on the PACER by your final exam.

Weekend Warriors - Once a week we will pretend it’s the weekend and get involved in an active sport, just for the day.

Friday Fitness Frenzy (MS, ME, Flex, Cardio) – Let’s take a break every other Friday and get together with our friends in class for some walking, Jogging, Running and equipment less interval work. Gain some new fitness information and win some prizes all while you get a great total body workout!