



# Beaver Dam High School Syllabus

|  |   |  |   |  |
|--|---|--|---|--|
| Department: Physical Education<br>School Year: 2012-2013<br>Course: Life Fitness I<br>Grade Level: 10th<br>Required Materials: Appropriate gym clothes, tennis shoes, outerwear for outside activities   |   | Course Resources: Fitnessgram, Corbin's "Fitness for Life", "Wisconsin Physical Education State Standards"<br><br>Prerequisites: Successful completion of 9 <sup>th</sup> grade PE       |   |  |
| Course Description: See Below  |   |  |   |  |
| Units Covered: Golf, Badminton, Cross Country skiing, soccer, speedball/flickerball, archery, volleyball   |   |  |   |  |
| Summative Assessments: <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Mid-term</li> <li>• Pre-fitnessgram testing</li> <li>• Post-fitnessgram testing</li> <li>• Pedometer Project</li> <li>• Weight room cards</li> <li>• 2-Week summative assessments</li> </ul>                          |   | Formative Assessments: <ul style="list-style-type: none"> <li>• Daily Work</li> <li>• PACER Wednesdays</li> <li>• Target heart rate worksheets</li> <li>• Blue question cards</li> </ul> |   |  |
| 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:<br><br>Assessments 85% <ul style="list-style-type: none"> <li>• Formative 30% (of assessment grade)</li> <li>• Summative 70% (of assessment grade)</li> </ul> Cumulative Final 15%   |   |  |   |  |
| <u>Summative Assessments:</u> (this shall constitute 70% of the term grade)<br>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.  |   |  |   |  |
| <b>Make-up Policy for Summative Assessment:</b> 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:

|    |        |    |       |
|----|--------|----|-------|
| 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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## Life Fitness I – BDHS Physical Education - .5 credits

Physical Fitness is the ability of your body systems to work together efficiently, allowing you to be healthy and effectively perform the activities of daily living, that means being able to do daily activities with the least amount of effort. A fit person is able to perform school work as well as responsibilities at home and still have enough energy and vigor to enjoy school sports and other leisure activities. A fit person has the ability to respond to normal life situations such as raking the leaves at home, stocking shelves at a part-time job, or marching in the band at school. A fit person also has the ability to respond to emergency situations such as running to get help or aiding a friend in distress. - **Charles Corbin**

### Life Fitness I – Topics for Understanding:

#### 1. Physical Fitness for Life

What is physical fitness?

What are some benefits of being physically active?

#### 2. Fitness through physical activity

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

Name and describe the six parts of skill-related fitness

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

#### 3. Fitness Concepts

Explain some guidelines you should follow when setting a fitness goal

What are the three parts of a workout?

Name and discuss the three basic principles of exercise.

Explain how the FITT formula helps you build fitness.

#### 4. Active Sports and Fitness

What are the four categories of sports? Give an example of each

What are six guidelines for choosing a sport?

Name 4 of the six Active Sports you participated in as part of Life Fitness I and tell which health- & skill-related components each most benefited.

Explain the rules, strategies and etiquette involved in the active sports you have learned in this class.

### Life Fitness I – 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.

**Power Surge Day (MS, ME, Flex, Cardio)** –Active sports benefit different components of health- and skill-related fitness so it becomes important to make sure you balance your workouts. Once a week we will be participating in a Power Surge, a circuit workout, designed to engage all the components of fitness.

**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.