

PHYSICAL EDUCATION DEPARTMENT

FITNESS FOR LIVING: COURSE #997

Contact Information

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The Department's Educational Philosophy

Physical Education is that integral part of total education that contributes to the development of the individual through the natural medium of physical activity – human movement. It gives students the opportunity to develop physically, mentally, and socially through the use of physical activity. Physical Education helps students achieve the skills, physical fitness, knowledge, social qualities, and attitudes that will allow them to develop an optimal quality of life and well-being.

Physical Education supports the broad goals of education by encouraging students to participate in lifelong activities and by giving them the personal living skills that make this possible. This is achieved through the pursuit of skills and knowledge in movement, understanding the effects of physical activity upon the body, feelings of adequacy and mastery, and the development of a personal value system regarding physical activity.

Vision and Mission Statement

- Our Physical and Health Education vision in the Acton-Boxborough schools is that all students will understand, appreciate and engage in a healthy and active lifestyle.
- Our mission is to provide a progressive and comprehensive Physical and Health Education program using research-based and high quality instruction. Students will develop skills and knowledge through a wide variety of learning experiences in a safe environment. Students will also learn how and why they should keep themselves healthy and physically active throughout their lifetimes. Instruction will emphasize physical fitness, skills application, critical thinking, decision-making, sportsmanship and cooperation.

Guiding Principles

- Develop the skills of movement, the knowledge of how and why one moves, and the ways in which movement may be organized.
- Learn to move skillfully and effectively through exercise, games and sports.
- Enrich the student's understanding of the concepts of space, time and force related to movement.
- Express culturally approved patterns of personal behavior and interpersonal relationships in and through games and sports.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Condition the heart, lungs, muscles and other organic systems of the body to meet daily and emergency demands.
- Acquire an appreciation and respect for good physical condition, a functional posture, and a sense of well-being.
- Develop an interest and a desire to participate in lifetime recreational sports.
- Understand that physical activity provides opportunity for enjoyment, challenge, self-expression, and social interaction.

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Course Frequency: Year-long course, meets every other day

Credits Offered: 2.5

Prerequisites: None

Background to the Curriculum

This course was developed by the Acton Boxborough Regional High School Physical Education Department. This course continues to undergo review and revision. Presently, there are five teachers in the Physical Education Department. 3 FTE are assigned to grades 10-12, and 2 FTE are teaching the Fitness for Living course to freshman students.

Core Topics/Concepts/Skills

- Accurate information about health and fitness
- Realistic self-evaluation about critical health and fitness issues
- Self-esteem and communication skills
- Decision-making and self-empowerment skills
- Safety practices associated with physical activity
- Movement skills and movement knowledge
- Knowledge and practice of lifelong physical activities which promote health and fitness
- Enhance social development and interaction skills
- Individual excellence

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, <i>where applicable</i></u>
<p><u>Aquatics</u></p> <ol style="list-style-type: none">1. Demonstrate proper safety practices in and around the water.2. Demonstrate drownproofing and develop strategies for critical situations.3. Improve and develop swim stroke techniques and efficiency.4. Develop aerobic and anaerobic endurance through aquatic games, such as water polo and volleyball.	1.11, 2.17, 2.19, 2.20, 2.23, 2.26
<p><u>Basketball</u></p> <ol style="list-style-type: none">1. Understand the rules, terminology and scoring of basketball.2. Demonstrate competence in basketball fundamentals.<ul style="list-style-type: none">• shooting• passing• dribbling3. Demonstrate the ability to play proper defense and offense in a basketball game.4. Understand and show how to perform as a team.5. Exhibit sportsmanship while playing the game of basketball.6. Know and successfully use the safety rules for basketball.7. Demonstrate activities for warming up before and cooling down after exercise	2.26, 2.18, 2.17, 2.19, 2.23, 2.27, 2.20
<p><u>Capture the Flag</u></p> <ol style="list-style-type: none">1. Understand the rules, terminology and scoring of capture the flag.2. Demonstrate competence in capture the flag fundamentals.<ul style="list-style-type: none">• running• dodging• tagging3. Demonstrate the ability to play proper defense and offense in a capture the flag game.	2.17, 2.18, 2.19, 2.26

<ol style="list-style-type: none"> 4. Understand and show how to perform as a team. 5. Exhibit sportsmanship while playing the game of capture the flag. 6. Know and successfully use the safety rules for capture the flag. 7. Demonstrate activities for warming up before and cooling down after exercise. 	
<p><u>Fitness Center</u></p> <ol style="list-style-type: none"> 1. Understand the fitness center rules and fitness center terminology. 2. Label and identify the various types of equipment. 3. Use proper fundamentals of lifting weights. <ul style="list-style-type: none"> • posture • breathing techniques • body positioning • spotters 4. Know and successfully use the safety rules and equipment in the weight room. 5. Demonstrate the ability to lift weights correctly. 6. Understand the principles of strength training. 7. Understand the principles of cardiovascular training 8. Design and use a progressive resistance weight training and cardiovascular fitness program. 9. Demonstrate activities for warming up and cooling down before and after exercise. 10. Understand the importance of physical fitness as a lifelong activity. 	<p>2.17, 2.18, 2.19, 2.20, 2.21, 2.25, 2.26</p>
<p><u>Fitness Testing</u></p> <ol style="list-style-type: none"> 1. Understand the guidelines and terminology for fitness testing. 2. Demonstrate proper technique in all assessment areas. <ul style="list-style-type: none"> • muscular strength and endurance • cardiovascular endurance • flexibility 3. Demonstrate an understanding of the healthy fitness zone for each assessment category. 4. Understand how to work successfully in groups. 5. Exhibit sportsmanship during testing. 6. Follow the safety guidelines associated with each fitness test area. 7. Demonstrate activities for warming up before and cooling down after exercise. 	<p>2.17, 2.26, 2.18, 2.19, 2.20, 2.23, 2.21, 2.25, 2.27</p>

<p><u>Fitness Walking</u></p> <ol style="list-style-type: none"> 1. Understand the guidelines and terminology for fitness walking. 2. Demonstrate competence in fitness walking fundamentals. <ul style="list-style-type: none"> • posture • pace • form • stride • heart rate 3. Demonstrate the ability to walk properly using a progressive approach. 4. Understand and show how to perform as an individual. 5. Exhibit a considerate and compassionate manner while walking in groups. 6. Know and successfully use the safety rules for walking. 7. Demonstrate activities for warming up before and cooling down after exercise. 	<p>2.17, 2.18, 2.19, 2.20, 2.25, 2.26</p>
<p><u>Floor Hockey</u></p> <ol style="list-style-type: none"> 1. Understand the rules, terminology and scoring of floor hockey. 2. Demonstrate competence in floor hockey fundamentals. 3. Demonstrate the ability to play proper defense and offense in a floor hockey game. 4. Understand and show how to perform as a team. 5. Exhibit sportsmanship while playing the game of floor hockey. 6. Know and successfully use the safety rules for floor hockey. 7. Demonstrate activities for warming up before and cooling down after exercise. 	<p>2.17, 2.18, 2.19, 2.20, 2.23, 2.25, 2.26, 2.27</p>
<p><u>Kickball</u></p> <ol style="list-style-type: none"> 1. Understand the rules, terminology and scoring of kickball. 2. Demonstrate competence in kickball fundamentals. <ul style="list-style-type: none"> • kicking • throwing • catching • base running • fielding 3. Demonstrate the ability to play proper defense and offense in a kickball game. 4. Understand and show how to perform as a team. 	<p>2.17, 2.19, 2.23, 2.27, 2.26, 2.18, 2.20</p>

<ol style="list-style-type: none"> 5. Exhibit sportsmanship while playing the game of kickball. 6. Know and successfully use the safety rules for kickball. 7. Demonstrate activities for warming up before and cooling down after exercise. 	
<p><u>Mat Ball</u></p> <ol style="list-style-type: none"> 1. Understand the rules, terminology and scoring of a mat ball game. 2. Demonstrate competence in mat ball fundamentals. <ul style="list-style-type: none"> • kicking • catching • throwing • passing 3. Demonstrate the ability to play proper defense and offense in a mat ball game. 4. Understand and show how to perform as a team. 5. Exhibit sportsmanship while playing the game of mat ball. 6. Know and successfully use the safety rules of mat ball. 7. Demonstrate activities for warming up before and cooling down after exercise. 	<p>2.17, 2.19, 2.23, 2.27, 2.26, 2.18, 2.20</p>
<p><u>Ninja Dash</u></p> <ol style="list-style-type: none"> 1. Understand the rules, terminology and scoring of ninja dash. 2. Demonstrate competence in ninja dash fundamentals. <ul style="list-style-type: none"> • running • dodging • pulling flags 3. Demonstrate the ability to play proper defense and offense in a ninja dash game. 4. Understand and show how to perform as a team. 5. Exhibit sportsmanship while playing the game of ninja dash. 6. Know and successfully use the safety rules for ninja dash. 7. Demonstrate activities for warming up before and cooling down after exercise. 	<p>2.17, 2.18, 2.19, 2.20, 2.23, 2.26, 2.27</p>
<p><u>Pilates</u></p> <ol style="list-style-type: none"> 1. Understand the meaning of pilates. 2. Demonstrate competence in the pilates fundamentals. <ul style="list-style-type: none"> • proper breathing techniques • performing proper body form and movements 	<p>2.17, 2.18, 2.19, 2.20, 2.23, 2.26, 2.27</p>

<ul style="list-style-type: none"> • concentration and control focusing on the “powerhouse” or core muscle groups <ol style="list-style-type: none"> 3. Know the physical benefits of increased strength and stamina, improved flexibility and muscular development. 4. Demonstrate activities for warming up before and cooling down after exercise <p><u>Resistance Training</u></p> <ol style="list-style-type: none"> 1. Understand the meaning of resistance training. 2. Demonstrate competence in the resistance training fundamentals. <ul style="list-style-type: none"> • proper breathing techniques • performing proper body form and movements • using resistance bands • using body bars 3. Know the physical benefits of improvement of overall health and well-being. 4. Demonstrate activities for warming up before and cooling down after exercise. 5. Know and successfully use safety rules and own physical limitations. 6. Exhibit sportsmanship while participating in resistance training. <p><u>Soccer</u></p> <ol style="list-style-type: none"> 1. Understand the rules, terminology and scoring of a soccer game. 2. Demonstrate competence in soccer fundamentals. <ul style="list-style-type: none"> • passing • shooting • trapping • dribbling 3. Demonstrate competence in soccer fundamentals. 4. Understand and show how to perform as a team. 5. Exhibit sportsmanship while playing the game of soccer. 6. Know and successfully use the safety rules of soccer. 7. Demonstrate activities for warming up before and cooling down after exercise. <p><u>Yoga</u></p> <ol style="list-style-type: none"> 1. Understand the meaning of yoga 2. Demonstrate competence in the yoga fundamentals <ul style="list-style-type: none"> • proper breathing techniques 	<p>2.17, 2.18, 2.19, 2.20, 2.21, 2.26, 2.27</p> <p>2.17, 2.27 2.26, 2.18, 2.20, 2.21, 2.19, 2.23</p> <p>2.17, 2.20, 2.19</p>
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<ul style="list-style-type: none"> • performing proper body form and movement • meditation <ol style="list-style-type: none"> 3. Know the physical benefits of stretching, improved flexibility and muscular development. 4. Demonstrate activities for warming up before and cooling down after exercise 5. Know and successfully use safety rules and own physical limitations 6. Exhibit sportsmanship while participating in yoga. <p><u>Volleyball</u></p> <ol style="list-style-type: none"> 1. Understand the rules, terminology and scoring of volleyball 2. Demonstrate competence in volleyball fundamentals <ul style="list-style-type: none"> • forearm pass • spike • overhead pass/set • serve • block 3. Demonstrate the ability to play proper defense and offense in a volleyball game 4. Understand and show how to perform as a team. 5. Exhibit sportsmanship while playing the game of volleyball. 6. Know and successfully use the safety rules for volleyball. 7. Demonstrate activities for warming up before and cooling down after exercise. <p><u>Fitness For Living Health Topics</u></p> <ol style="list-style-type: none"> 1. Accidents safety and prevention 2. First Aid/CPR/AED training 3. Substance abuse and prevention 4. Nutrition 5. Sexually transmitted infections 6. Healthy relationships 7. Introduction to wellness and fitness 8. Realistic self-evaluation about critical health and fitness issues 9. Building healthy relationships 10. Self esteem and communication skills 11. Decision making skills 	<p>2.17, 2.27 2.26, 2.18, 2.20, 2.21, 2.19, 2.23</p>
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<p>12. Harassment and discrimination 13. Substance abuse and prevention 14. Mental health and stress</p> <p><u>Substance Abuse Prevention</u></p> <ol style="list-style-type: none"> 1. Cite factors that influence alcohol, tobacco and other drug use. 2. Describe the short- and long-term psychological and physical effects of alcohol and other drugs. 3. Identify the risks associated with binge drinking and describe symptoms and treatment of alcohol poisoning. 4. Describe refusal strategies and decision-making techniques to help resist the pressure to use drugs. 5. Analyze alcohol and tobacco advertisements. <p><u>Mental Health and Stress</u></p> <ol style="list-style-type: none"> 1. Explain how personality contributes to health. 2. Identify ways to improve self-esteem, and list how self-esteem affects health. 3. Recognize emotions and feelings and express them in healthy ways. 4. Identify situations that cause stress. 5. Explain how the body responds when faced with stress. 6. Describe the relationship between personality and stress. 7. Develop a plan for managing stress. 8. Identify strategies for managing time effectively. 9. Explain cause of mental disorders. 10. Identify the warning signs of suicide. <p><u>Harassment and Discrimination</u></p> <ol style="list-style-type: none"> 1. Define sexual harassment. 2. Identify the behaviors that may constitute sexual harassment. 3. Describe how to handle situations when behavior is unwelcome to them. 4. List possible effects that harassment and discrimination can have on the victim. 5. Develop personal strategies for dealing with harassment and discrimination. 6. Assess their own behavior to determine if they might be harassing or discriminating against someone. 7. Identify resources of how to help someone deal with harassment or discrimination. 	<p>1.11, 5.16, 5.18, 5.19, 6.11, 7.14, 8.16, 8.17, 8.18, 8.19, 10.1, 10.9, 10.13, 11.8, 12.11, 12.13, 12.16</p> <p>5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.10, 5.11, 5.13, 5.14, 5.15, 5.16, 5.17</p> <p>11.2, 11.3, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.17</p>
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<p><u>Disease Prevention and Sexually Transmitted infections</u></p> <ol style="list-style-type: none"> 1. Explain the prevention and control of common communicable diseases, infestations and infections. 2. Understand the damage that sexually transmitted infections can contribute to one’s physical and emotional health. 3. Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented. 4. Know how to obtain medical diagnosis and treatment of sexually transmitted infections. 5. Develop an awareness of responsibilities associated with sexual activity. 6. Evaluate the impact of HIV/AIDS on the community, medical resources and family. 	<p>4.13, 4.14, 4.15, 4.17, 4.18, 4.19, 4.20, 8.1, 8.2, 8.3</p>
<p><u>Building Healthy Relationships</u></p> <ol style="list-style-type: none"> 1. Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of character traits (such as tolerance, honesty, self-discipline, respectfulness and kindness). 2. Explain why communication is essential to relationships. 3. Explain the importance of friendship and describe how friends can support one another in making healthy decisions. 4. Identify the differences between healthy and unhealthy relationships. 5. Understand and identify controlling behaviors and know how and where to get help. 	<p>4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 5.3, 5.10, 5.11, 5.13, 5.14, 5.15, 5.16, 5.17, 7.7, 8.1, 8.2, 8.3, 11.2, 11.3, 11.5, 11.6, 11.7, 11.8, 11.9, 11.10, 11.12, 11.13, 11.17</p>
<p><u>Traumatic Brain Injuries</u></p> <ol style="list-style-type: none"> 1. General knowledge of the brain, brain injuries, high-risk groups and behaviors. 2. Ways to stay safe when walking and riding a bike. 3. The benefits of using them and the detriments of not using them. 4. An in-depth discussion on how different types of drugs affect the teenage body and brain. 5. How alcohol affects driving, the dangers of impaired driving (texting and driving) and the increased risk of sustaining a traumatic brain injury. 6. Focusing on sports concussions: signs and symptoms and information on what to do in the case of a suspected concussion. 	<p>4.13, 4.14, 4.15, 5.16, 5.18, 5.19, 6.11</p>
<p><u>Safety and CPR/First Aid AED Training</u></p> <ol style="list-style-type: none"> 1. General knowledge of first aid and safety procedures. 2. Hands only CPR practice on manikins. 3. Appreciate the necessity for all people to be adequately prepared for all emergencies. 	<p>7.1, 7.2, 7.3, 7.5, 7.7, 7.14, 8.19, 9.13, 9.14, 9.17, 9.19</p>

Assessment

- Group discussions
- Multiple choice/short answer questions
- Journal entries

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

- We encourage our students to explore health and fitness websites that are available to them.
- Students utilize computers and do research in individual projects.

Materials and Recourses

American Red Cross, *Community First Aid and Safety* (2001) Mosby Lifeline.

Kirby, Jane R.D., for the American Dietetic Association, *Dieting For Dummies* (2004) Wiley Publishing Company.

Payne, Wayne A., *Focus on Health* (2005) The McGraw-Hill Companies

Begun, Ruth Weltmann, *Violence Prevention Skills Lessons and Activities* (1998) by the Center for Prevention of Violence, Cleveland, Ohio