Comprehensive Course Syllabus

WEL 515: Individualized Physical Fitness
Fall 2009

Course Description:
This semester long course will enable students to extend their knowledge and practice in all health-related fitness components as well as any of the skill-related components of their choice. As a member of the common exercise group, students will have the opportunity to establish factors that enable exercise adherence for themselves and others. There will be frequent guidance, support, and structures for periodic evaluation and motivation of individual fitness plans. This course is designed for a mature, self-motivated exerciser who is willing to extend their potential for physical development.

Prerequisite:
Moving and Learning

INSTRUCTOR:
- Name: Mrs. Mary Myers
- Office Number: F-111
- Telephone number: 630-907-5955
- Email address: mmyers@imsa.edu

Meeting Days, Time and Room(s)
A & C Days, Mods 6 – 8, 9:35 – 10:45 a.m.
D-111/Fitness Center

Text(s) / Materials:
No text required. Students will receive a series of teacher generated handouts. A separate notebook must be kept for recording fitness activities and brought to each class.

Clothing:
Students must come to class prepared to participate. Clean activity clothing and shoes are required. Street clothes and shoes are not acceptable. Jeans or khakis are not allowed. Shirts must cover the entire torso of the body. Tank tops and shirts showing the mid-section are not allowed. Students will be asked to leave class if wearing unacceptable messages on clothing (i.e. alcohol, drugs, sex, etc.). Belts and loose fitting jewelry are not acceptable athletic attire. Hats are not allowed in class. Dress appropriately for environmental conditions. Some classes will be conducted outdoors and may necessitate additional clothing layers. For pool, bring suit (no 2-piece), towel, and lock. Goggles are
optional. To keep the Wellness floors clean, students should change into clean, dry shoes before entering any Wellness room. If not properly dressed, students may not receive credit for attendance, even if the student is present.

**Essential Content:**
Physical activity is critical to the development and maintenance of good health. The goal of IMSA Wellness curriculum is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Students studying Individualized Physical Fitness will:

A. Demonstrate competency in motor skills and movement patterns needed to perform a variety of activities. Students will:
   a. Apply skills and movements in various activities

B. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Students will:
   a. Design, implement and evaluate an appropriate personal fitness plan
   b. Develop realistic, measurable short-term personal goals.
   c. Identify and discuss the basic anatomy and physiology of the cardiovascular system and its response to rest and exercise
   d. Demonstrate an understanding of the three energy systems
   e. Identify and discuss the basic anatomy and physiology of the muscular system at rest and exercise
   f. Demonstrate an understanding of the neuro-physiology of flexibility and stretching
   g. Demonstrate an understanding of the conceptual basis of body composition and its relationship to well being
   h. Identify nutritional, exercise, psychological, and/or pathological factors influencing body composition and the principles of achieving/maintaining weight control.
   i. Understand and apply specific training and conditioning to improve performance in various activities to improve performance
   j. Analyze and identify skills that result in higher levels of performance
   k. Understand the role of physical fitness concepts in the development of a healthy lifestyle throughout the life span

C. Participate regularly in physical activity. Students will
   a. Engage in physical activity that will improve overall physical fitness
   b. Develop a personal fitness plan utilizing S.M.A.R.T. goal setting strategies, applying principles of training (overload, specificity, and progression) and scientific concepts and principles and FITT (frequency, intensity, time, type) principles in accordance with personal goals and regularly monitor and assess activity.
   c. Apply time management skills in designing and implementing a fitness plan
d. Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.

D. Achieve and maintain a health-enhancing level of physical fitness. Students will:
   a. Develop and maintain appropriate levels of health-related physical fitness necessary for a healthy and productive life.
      i. Cardio-respiratory endurance
      ii. Muscular strength
      iii. Muscular endurance
      iv. Flexibility
      v. Body composition
   b. Evaluate and adjust levels of activity to improve fitness for activity and personal fitness
      i. Identify strengths and weaknesses based on performance
      ii. Understands, calculates, and uses target heart rate training zone to ensure safe and productive workouts.
   c. Willingly participate in a variety of physical activities for maintaining or enhancing a healthy, active lifestyle
   d. Demonstrate the ability to monitor and adjust activity to meet physical activity needs.
   e. Monitor physical activity, sleep and dietary habits through the use of physical activity log, sleep log, dietary intake log, pedometer and heart-rate monitor

E. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. Students will:
   a. Demonstrate respectful personal and social behavior
      i. Act responsibly to avoid conflict
      ii. Exhibit respect for the unique characteristics and abilities of peers
      iii. Show cooperative and positive interactions with others
   b. Appreciate the diverse background, participation, and history of explored activities and its participants.
   c. Exhibit respect for the unique characteristics and abilities of peers and compassion towards the diversity of skill and background in players and in self while participating in activities.

F. Comprehend the value of physical activities for health, enjoyment, challenge, self-expression and/or social interaction. Students will
   a. Recognize the importance of physical activity to promote health
      i. Physical health – analyze and evaluate personal fitness program and its effectiveness in achieving total wellness.
      ii. Social health – foster positive and enjoyable interactions with others during physical activity.
      iii. Emotional health – self-reflect on elements which contribute to personal enjoyment.
      iv. Intellectual health - understand the role of physical fitness concepts in the development of a healthy lifestyle throughout the life span.
b. Monitors physical activity, sleep and dietary habits through the use of physical activity log, sleep log, dietary intake log, pedometer and heart-rate monitor

c. Access, apply, and critique information regarding self

G. Understand the role of nutrition, sleep, and stress management as behaviors which alleviate the effects of distress and assist us in developing and maintaining holistic wellness.

a. Record dietary intakes and analyze choices
b. Record sleep and analyze sleep patterns
c. Identify aids to performance, and the risks, side effects, and benefits of ergogenic aids

SSLs and Outcomes:

I.A. Students are expected to demonstrate automaticity in skills, concepts, and process that enable complex thought such as

a. time management
b. team work and collaboration
c. preparation for class
d. reflection on personal wellness through journaling
e. self-assess learner responsibility
f. performance of kinesthetic movement
g. self-analysis of fitness and skill levels through technology and President’s Challenge fitness assessment

I.B. Construct questions which further understanding, forge connections, and deepen meaning in order to

a. demonstrate competency in discussions, writing, and quizzes

I.C. Students expected to precisely observe and accurately record findings in order to

a. use technology to collect data on their personal fitness
b. journaling their accomplishments, progress, and reflection

I.D. Evaluate the soundness and relevance of information and reasoning through

a. demonstrating understanding of each health-related component of physical fitness
b. comparison of pre and post physical assessment
c. demonstrating understanding of basic anatomy and physiology behind physical activity
d. self-analysis of kinesthetic awareness and skill through observation and comparison
e. evaluation of misconceptions of their own physicality

II.A. Students confront misconceptions through

a. Discussion
b. Analysis of previous knowledge and abilities
c. Creation of questions to further their understanding
d. Research and presentation of their specific questions
II.B. Find and analyze ambiguities inherent within any set of textual, social, physical or theoretical circumstances in order to
   a. put their personal wellness in context
   b. approach wellness in an unbiased manner
   c. using research to make more informed decisions about wellness
   d. critically evaluate personal and peer behavior in context of environment and community

III.A. Use appropriate technologies as extensions of the mind to
   a. accurately record and assess their personal fitness data
   b. self-analyze and reflect on their personal fitness using web technologies and resources

III.B. Recognize, pursue, and explain substantive connections within and among areas of knowledge in order to
   a. understand how their physical wellness interconnects with the emotional, social, mental, and spiritual/philosophical dimensions of their wellness
   b. understand the context of their wellness in their everyday lives

III.C. Recreate the beautiful conceptions that give coherence to structures of thought in order to
   a. understand the foundation of movement through anatomy and physiology
   b. appreciate the affects of body processes on cognitive abilities

IV.A. Construct judgments based on evidence in order to
   a. Understand balance between health-related fitness components in order to create a personal fitness plan using ACSM research based FITT formula
   b. Reflect on their personal data

IV.B. Write and speak with power, economy, and elegance
   a. Through journals, short writes, homework, quizzes and discussions

IV.C. Identify and characterize the composing elements of dynamic and organic wholes, structures, and systems in order to
   a. understand the interconnectedness of wellness dimensions in the whole of the individual
   b. understand the relationship between structure and function in the body

IV.D. Develop and aesthetic awareness and capability bys
   a. developing and using spatial awareness
   b. developing kinesthetic skill

V.A. Identify, understand, and accept the rights and responsibilities of belonging to a diverse community by
   a. recognizing their own biomechanical ability in order make safe and effective decisions
   b. recognizing their current capacity in order to progress
   c. participating and cooperating with others

V.B. Make reasoned decisions which reflect ethical standards, and act in accordance with those decisions through
   a. collaboration with other students
   b. constructive critique of others

V.C. Establish and commit to a personal wellness lifestyle in the development of the whole self in order to
a. become an educated life long learner  
b. be confident in their own abilities  
c. make informed decisions about balance of emotional, social, physical, mental, and spiritual/philosophical dimensions of wellness

**Instructional Design and Approach:**
Emphasis is placed on building a better base in cardio-respiratory endurance, muscular strength, muscular endurance and flexibility. To add to that capacity of building a better fitness base and know where one is physically and where one can improve his or her potential to make progress, each class will be directed toward intensity and duration. Participants will establish measurable goals at the beginning and periodically during the course. Students in participate in some historical and current trends in fitness. In addition to the physical exercise, the importance of diet, rest and recovery will be explored and incorporated into one’s personal plan for improvement. Students will contribute to the planning of their training sessions as they recover, regenerate, and reflect on their progress. During some of the class sessions, students will be expected to work on their personalized fitness plan with consistent effort toward measurable outcomes. Each participant will regularly provide evidence of their process and progress (quantitatively and qualitatively) and their reflection on all of it. There will be teacher-directed, student-directed and self-directed activities and discussions. Learners should be ready to participate in large group, small group, partner and individual activities. Group support leads to exercise adherence. Each class will come to closure with a group convening. Learning experiences aim to provide greater appreciation of activity to enhance the establishment and commitment to a wellness lifestyle.

**Student Expectations:**

**Attendance:**
Class begins at 9:35 a.m. on A & C days. You are allowed five (5) minutes to change on activity days. After these five (5) minutes or **9:40 a.m.**, you will be counted tardy. Students arriving fifteen (15) minutes late are considered absent. Please make every effort to be on time, as it helps class run more smoothly. Learner Responsibility points will be deducted for tardiness. Please refer to the IMSA Attendance and Tardiness procedures outlined in the IMSA Handbook. You are allowed three (3) unexcused absences for the entire semester of Individualized Physical Fitness. Three (3) unexcused tardies equal one (1) unexcused absence.

**Locker Rooms & Lockers:**
Please store your personal belongings in a LOCKED locker. Students are responsible for providing their own locks. You must be prepared with activity clothing in your locker or you will be sent back to your room to get them and given an **unexcused tardy** for the day.
Student Responsibility: All students are expected to:

1. Assume ownership for own learning and challenge.
2. Attend all scheduled class meetings and be on time, prepared, and dressed for class.
3. Participate fully for the entire class period.
4. Dress appropriately in modest clothing for temperature conditions.
5. Act respectfully toward self, others, class environment, and content.
6. Complete a pre- and post-testing for President’s Challenge to pass course, regardless of total class points.
7. Complete all assigned work and submit graded assignments on time. Some assignments will not be graded. All assignments are due on their assigned due date at the beginning of class. Fifty percent (50%) will be deducted per class day late.
8. Be held responsible for any concepts, problems or announcements presented in class.
9. Contribute positively and inclusively, enabling learning, through words and actions as a leader and follower.
10. Be willing to improve skill and knowledge of physical activity/sport by listening receptively to classmates and teacher.
11. Take all tests and/or quizzes at the scheduled time. Make ups may be allowed for excused absences. Make ups are not allowed for unexcused absences.
12. Not bring food or beverages (other than water bottles with lids) in the Wellness areas.
13. Make sure shoes are clean before entering any Wellness room.
14. Keep book bags, backpacks and other personal items in a locked locker in the locker room or outside of gym, not on the floor.

Academic Honesty:
The primary academic adventure is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty—cheating, plagiarism, and collusion—are serious offences, which undermine the education process and the learning experience for the entire IMSA academy.

It is expected that students will assume responsibility for their work and that materials submitted in fulfillment of course represent student’s own efforts. It is expected that students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by IMSA’s policy on academic integrity located in the student handbook.

Assessment Practices, Procedures, and Processes:

Grading:
All Wellness courses are graded A – D. Categories of assessments include: Health Related Fitness and Learner Responsibility. Grading will be based on participation and attendance, individual and group projects, and self and peer assessments including:
Fitness Assessments: Pre-and post- President’s Challenge, Individualized Assessments and any additional fitness measures
- Quizzes
- Fitness Plan (goals, written plan design, plan implementation [process])
- Logs/Journals (fitness, nutrition, sleep)
- Nutritional Assessment
- Fitness Topic Research and Presentation
- Written reflections (short writes, Quarter Reflection and Summative Reflection)
- Miscellaneous written assignments

Submitted work will be returned in a timely fashion. Note: Graded work may not be returned until all students have submitted the assessment.

**Learner Responsibility**
Student behavior and participation will be monitored. In-class learner responsibility points will be awarded at 40 points for each quarter. Points will be deduced for the following infractions (but not limited):

**Attendance**
- Tardy – 3 point deduction per time tardy
- Absent – 5 point deduction per time absent, excused and unexcused.
  - Points for Academy excused absences (refer to the student handbook for acceptable excused absences) may be made up. See the instructor for Wellness Make-Up Card.

**Work Ethics**
- On task, follow directions, rules and etiquette
- Acceptable effort; actively engaged in involved in class activities and discussions
- Appropriate dress
- Awake!

**Sequence of Topics and Activities**
The entire success of this class will be based on the individual students desire to work in class. How much a student will get out of this course is directly proportional to how much the student puts into it. The instructor reserves the right to change the schedule at any time.

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<th>Week 1</th>
<th>Course Introduction</th>
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<tr>
<td>Aug 18 &amp; 20</td>
<td>Activity: Background &amp; Fitness Information</td>
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<tr>
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<td>What is a Workout?</td>
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<td>Hazards of being unfit</td>
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<td>Activity: Physiological symptoms of change during selected physical activity</td>
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<td>Anatomy &amp; Physiology Review</td>
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<td>• Terms of Direction</td>
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| Terms of Movement |
| Bones |
| - Muscles |
| - Muscle Actions |
| - Basic Muscular Principles |
| - Muscle Groups |
| - Origins, Insertions, & Functions |
| - Muscle locations |
| Cardiovascular System |
| - Parts of the Heart |
| - Properties of blood vessels |
| - Pathway of blood through the heart |
| Respiratory System |

- Presidents Challenge Pre-test fitness assessments
- Warming Up and Cooling Down
- Basic Stretching Techniques
- Health-related Components of Physical Fitness Review
  - Cardio-respiratory Endurance
  - Muscular Strength
  - Muscular Endurance
  - Flexibility
  - Body Composition
- Skill-related Components of Physical Fitness Review
  - Agility
  - Balance
  - Coordination
  - Reaction time
  - Power
  - Speed

**Fitness Workout – journal**
**Assignment: Activity Presentation – presented during semester.**

<p>| Week 2 |
| Aug 24 &amp; 27 |
| President’s Challenge Pre-test fitness assessments |
| Skill-related fitness assessments pre test (if applicable) |
| Principles of Training Review |
| - FITT Principle |
|   - Frequency |
|   - Intensity |
|   - Time |
|   - Type |
| - Overload |
| - Progression |
| - Specificity |
| - Progression |
| Prevention and Treatment of Injuries |</p>
<table>
<thead>
<tr>
<th>Week</th>
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<th>Topic</th>
<th>Activity</th>
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<td>Week 3</td>
<td>Aug 31 &amp; Sept 3</td>
<td>The Three Energy Systems</td>
<td>Activity: Students will experience 3 physical activities and describe the energy systems used and their contributions to muscular contraction during physical activity</td>
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<td>Assignment: Personal Fitness Plan due Sept 3</td>
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<td>Week 4</td>
<td>Sept 8 &amp; 10</td>
<td>Basic Anatomy and Physiology of Muscular System</td>
<td>Muscle Fitness</td>
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<td>Week 5</td>
<td>Sept 14 &amp; 17</td>
<td>Neurophysiology of Flexibility</td>
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<td>Sept 21 &amp; 24</td>
<td>Human Performance</td>
<td>Activity: Generate ways to enhance performance</td>
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<td>Assignment: Relationship between nutrition and performance</td>
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<td>• Water or Sports Drinks</td>
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<td>Sept 28 &amp; Oct 1</td>
<td>Human Performance</td>
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<td>• Weight (Lean Muscle Mass) Gain</td>
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<td>• The Truth About Fad Diets</td>
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<td>• Diets: Big Fat Lies</td>
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<td>Personal Best Workout</td>
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<td>Week 8</td>
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<td>Human Performance</td>
<td>Supplements</td>
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<td>Fitness Workout – journal</td>
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| Week 9 | Oct 15 | Activity Presentation  
Assignment: Quarter Reflection **due Oct 5**  
Human Performance  
Fitness Maintenance/Continued Progression  
Common Exercise Mistakes  
Workout Plateaus  
Fitness Workout – journal  
Activity Presentation |
|---|---|---|
| Week 10 | Oct 19 & 22 | Motivation  
Fitness Workout – journal  
Activity Presentation  
Conference |
| Week 11 | Oct 26 & 29 | Fitness Workout – journal  
Activity Presentation |
| Week 12 | Nov 2 & 5 | Fitness Workout – journal  
Activity Presentation  
Conference |
| Week 13 | Nov 9 & 12 | Fitness Workout – journal  
Activity Presentation |
| Week 14 | Nov 16 & 19 | Fitness Workout – journal  
Activity Presentation |
| Week 15 | Nov 23 | Fitness Workout – journal  
Activity Presentation |
| Week 16 | Nov 30 & Dec 3 | President’s Challenge Post-test fitness assessment  
Skill-related fitness assessments post test (if applicable) |
| Week 17 | Dec 7 & 10 | Fitness Workout  
Summative Reflection |
| Week 18 | Dec 14 | Fitness Workout  
Quiz |