Comprehensive Course Syllabus
WEL 105: Moving and Learning
Fall 2009

Course Description:
This semester-long course is the foundational wellness class for all sophomores. It is designed to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. This activity-based course emphasizes the kinesthetic concepts and principles of motor learning, motor development, biomechanics, and health-related physical fitness. Learning experiences will focus on tactics and strategies for a variety of physical activities, conceptual understanding of improving motor performance and physical fitness. Additional focus will be placed upon the importance of nutrition and sleep as they relate to overall fitness and stress management. Students will participate in the President’s Challenge Fitness pre and posttest.

INSTRUCTOR:
• Name: Mr. Bill Gentzler
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Meeting Days, Time and Room(s)
Section 2:
A & C days, Mods 4 – 5, 8:45 – 9:30 and B & D days, Mods 3 – 5, 8:20 – 9:30
D-111/Gyms/Fitness Center/Pool/Outside

Section 5:
A & C days, Mods 14 – 15, 1:25 – 2:10 and B & D days, Mods 13 – 15, 1:00 – 2:10
D-111/Gyms/Fitness Center/Pool/Outside

Text(s) / Materials:
No text required. Students will receive a series of teacher generated handouts.

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. For pool sessions, a towel, lock, and swim suit are needed. Goggles are optional. Dress appropriately for environmental conditions. Some classes will be conducted outdoors and may necessitate additional clothing layers. 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 Moving and Learning 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:**
Moving and Learning helps students become physically educated individuals who have the knowledge, skills, and abilities to enjoy a lifetime of physical activity. Emphasis is placed on the physical dimension of wellness, particularly physical fitness and motor learning. Students will engage in regular physical activity. This course strives to create a community in which students develop the habit of attention to the connection between their physical needs and their intellectual needs. The mind and body should be educated together; the result being a complete individual with harmonies parts. The simple questions of how keeping ones body healthy contributes to the quality of ones life competes with many other demands in a student’s life. This course draws attention to these questions and to develop these habits.

Moving and Learning is a competency driven course that is based on the Wellness Learning Standards, adopted from the National Association for Sport and Physical Education. The Energy In- Energy Out concept is used to provide learning experiences that will integrate the factors affecting positive physical wellness (physical activity, nutrition, physical fitness, sleep, relaxation, goal-setting and planning, decision-making, and time management). A problem-centered approach using digital video analysis will be used for students to self-assess, devise an activity/fitness program, implement the program using appropriate principles and concepts, reflect on their progress, and revise their personal fitness program accordingly.

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. Learning experiences aim to provide greater appreciation of physical activity to enhance the establishment and commitment to a wellness lifestyle.

**Student Expectations:**

**Attendance:**
Class begins at 10:50 a.m. on A & C days and 10:25 a.m. on B & D days. You are allowed five (5) minutes to change on activity days. After these five (5) minutes or 8:50 a.m. / 1:30 p.m. (A&C days) and 8:25 a.m. / 1:05 (B&D days) 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 Moving and Learning. Three (3) unexcused tardies equal one (1) unexcused absence.
**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, Tactical Games, and Learner Responsibility. Grading will be based on participation and attendance, individual and group projects, and self and peer assessments including:
• Fitness Assessment: Pre-and post- President’s Challenge
• Self and peer video analysis of skill and game tactics
• Written quizzes (health-related fitness and tactical games)
• Fitness Plan (goals, process, logs)
• Miscellaneous written assignments/short writes
• Written reflections, including Summative reflection

Health-Related Physical Fitness
• Heart Rate Monitoring
• CRE goal/process
• MF goal/process
• Sleep goal/process
• Nutrition analysis
• Nutrition goal/process
• Fitness Logs
• Short write reflections
• Summative Reflection
• CRE quiz
• MF quiz
• Quick Check quizzes
• Cumulative Health-Related Physical Fitness quiz

Learner Responsibility
• Student behavior and participation will be monitored. In-class learner responsibility points will be earned as follows:
  o Work Ethics
    ▪ On task
    ▪ Actively involved in class (activities and discussion)
    ▪ Demonstrates acceptable effort
    ▪ Recognizes and consistently applies rules, regulations, etiquette specific to tactics
    ▪ Applies learned motor skills
  o Appropriate Social Skills
    ▪ Demonstrates respect for self, others, and content
    ▪ Displays positive leadership and followership abilities
    ▪ Engages in positive interaction
    ▪ Uses appropriate language
  o Safety
    ▪ Participates in appropriate warm up and cool down activities
    ▪ Engages in proper use of equipment and facilities
    ▪ Follows directions and class and locker room policies
    ▪ Has appropriate dress for class
  o Attendance
    ▪ 3 points off per absence (excused and unexcused)
    ▪ 2 points off per tardy
Points for Academy (refer to Student Handbook for acceptable excused absences) excused absences may be made up.

- 10 points per two weeks, approximately
- Points will never go below 0

**Tactical Games**

- Video analysis/Reflection
  - Net games
  - Invasion games
- Net Game quiz
- Invasion Game quiz
- Quick check quizzes
- Cumulative Tactical Games quiz

**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.

**Week 1**
- Introduction to Moving and Learning and Expectations
- Introduction to Health Related and Skill Related Physical Fitness Components
- President’s Challenge Program – pre test fitness assessments
- Warm Up and Cool Down
- Fitness Safety and Injury Prevention

**Week 2 – 4**
- Cardiorespiratory Endurance
- Heart Rate Monitoring
- Principles of Training: Overload, Specificity, Progression
- FITT Principles: Frequency, Intensity, Time, Type
- Introduction to Fitness Center
- Goal Planning, Setting and Monitoring
- Decision Making
- Time Management

**Week 5 – 7**
- Muscle Fitness: Muscular Strength, Muscular Endurance and Flexibility
- Goal Planning, Setting and Monitoring
- Principles of Training: Overload, Specificity, Progression
- FITT Principles: Frequency, Intensity, Time, Type
- Goal Planning, Setting and Monitoring
- Decision Making
- Time Management
- Fitness Plan
Week 7  Nutrition  
Fitness Plan

Week 8  Swim Assessment  
Fitness Plan

Week 9 – 14  Tactical Approach to Learning Games and Activities – Invasion  
Tactical Problems: Creating Space, Maintaining Possession, Defending Space, Invading, Attacking the Goal.  
On-the-Ball Skills  
Off-the-Ball Movements  
Fitness Activities  
Fitness Plan  
Sleep

Week 15  Tactical Approach to Learning Games and Activities – Invasion  
Tactical Problems: Creating Space, Maintaining Possession, Defending Space, Invading, Attacking the Goal.  
Net Games: Creating Space; Setting Up to Attack, Defending Space; Restarting Play; Serving  
On-the-Ball Skills  
Off-the-Ball Movements  
Fitness Activities  
President’s Challenge Program – post-test fitness assessment

Week 16  Tactical Approach to Learning Games and Activities – Net Games  
Tactical Problems: Creating Space; Setting Up to Attack, Defending Space; Restarting Play; Serving  
On-the-Ball Skills  
Off-the-Ball Movements  
Fitness Activities  
Stress Management

Week 17  Tactical Approach to Learning Games and Activities – Net Games  
Tactical Problems: Creating Space; Setting Up to Attack, Defending Space; Restarting Play; Serving  
On-the-Ball Skills  
Off-the-Ball Movements  
Fitness Activities  
Stress Management  
Moving and Learning All Section Triathlon

Week 18  Quiz  
Fitness Activities