

Aerobics I

Course Outcome Summary

Hortonville Area School District

Developers Marcia Schmidt
Development Date 02/16/2001
Revision Date 07/01/2002

Competencies, Performance Standards, and Learning Objectives

1. Link between good health and exercise.

Performance Standards

- o learner will state how exercise relates to good health, e.g., heart health, diabetes, stress, better mental health.

Related Learning Objectives

- a. Learner needs to see how exercise strengthens heart, mind and total body.

2. How to use heart monitor.

Performance Standards

- o learner will be able to set limits (percentages) depending on which zone the workout is done in.
- o learner will record in notebook information from heart monitor/workout regarding time in zone, average rate, and time above and below zone.

Related Learning Objectives

- a. Learner will show instructor how to program the monitor to personal needs and download information after exercise.

3. How to reach and maintain a healthy level of fitness as prescribed through fitness testing and exercise.

Performance Standards

- o learner will know when individual can list/identify a member of activities they could engage in to maintain a healthy lifestyle.

Related Learning Objectives

- a. Reasons for physical fitness testing.
- b. What each test measures.
- c. There are a variety of activities which individuals can participate in to reach healthy level and maintain it.

4. Portions/food groups in daily diet.

Performance Standards

- o learner will be able to list foods eaten - placing in specific food group.

Related Learning Objectives

- a. Learn five food groups.
- b. Classify food into food groups/pyramid.
- c. Identify portion sizes.
- d. Identify number of daily portions in each group.

5. How to set realistic goals for personal achievement concerning fitness.

Performance Standards

- o learner will know when individual sets goals which include the fitness components (aerobic endurance, muscle strength and endurance, flexibility, and body composition).

Related Learning Objectives

- a. What are the components of fitness.

6. How to be a wise consumer concerning fitness products and diet information.

Performance Standards

- o learner will analyze product information and relate needs to products.

Related Learning Objectives

- a. Where you get information on products, comparing products, e.g., consumer report, internet, sales information.

7. Use appropriate terminology and skills related to dance and rhythms.

Performance Standards

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when participating in dance and rhythms.
- o learner demonstrates skills essential to dance and rhythms.
- o learner demonstrates skills essential to dance and rhythms strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful participation in dance and rhythms.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of rhythm patterns. (NASPE 5)
- b. Associate specific movement patterns with its specific music. (NASPE 5)
- c. Demonstrate knowledge of terminology and how to match locomotion to music. (NASPE 5)
- d. Correctly identify the right side and left side of body. (NASPE 2)
- e. Maintain own personal space as well as that of others. (NASPE 5)
- f. Follow all the rules established by the teacher. (NASPE 5)
- g. Participate in a safe and respectful manner. (NASPE 5)
- h. Demonstrate a willingness to participate in rhythmic activities. (NASPE 7)
- i. Rhythmically complete movement patterns. (NASPE 1 & 2)
- j. Dance respectfully and cooperatively with a partner. (NASPE 5 & 6)
- k. Receive instruction and practice dances which contain a variety of movement sequences. (NASPE 1 & 2)
- l. Receive instruction in leading techniques and practice making decisions regarding the movement sequence when dancing with a partner. (NASPE 3 & 5)
- m. Receive instruction in following partner's lead regarding movement sequence when dancing with a partner. (NASPE 3 & 5)
- n. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- o. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 3 & 4)
- p. Utilize a pedometer to analyze the level of activity while dancing. (NASPE 4 & 7)
- q. Develop an awareness of opportunities to participate in dance outside of physical education class. (NASPE 3)
- r. Understand the contribution of dance to a healthy lifestyle. (NASPE 4)
- s. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- t. Independently treat peers, teacher and property respectfully at all times. (NASPE 5)
- u. Demonstrate traditional dance from various cultures. (NASPE 6)

Aerobics II

Course Outcome Summary

Hortonville Area School District

Developers	Marcia Schmidt
Development Date	02/16/2001
Revision Date	07/01/2002

Competencies, Performance Standards, and Learning Objectives

1. Identify the benefits of being fit.

Performance Standards

- o learner will list benefits of exercise and problems that can develop when there is a lack of exercise or activity.

Related Learning Objectives

- a. Given a written description of fitness, list the benefits of being fit.

2. Examine and interrupt the fitness tests used during the evaluation process.

Performance Standards

- o learner will explain why fitness tests are given and how tests are administered.

Related Learning Objectives

- a. Which tests are used - step/step procedures to give test and record results.

3. Identify personal strengths and weaknesses in the fitness tests.

Performance Standards

- o learner will analyze personal results of fitness testing and point out strengths and weaknesses.

Related Learning Objectives

- a. List personal strengths in testing and areas which are weaknesses after reviewing the test results.

4. Differentiate among the levels on the food pyramid as related to healthy lifestyles.

Performance Standards

- o learner will be able to identify the food groups in the pyramid and the number of servings in each group.

Related Learning Objectives

- a. Given the food pyramid in a notebook, list the categories and serving amounts for each category.

5. Evaluate personal food pyramid and determine nutritional needs.

Performance Standards

- o learner will explain the results of the personal computer diet analysis citing strengths and weaknesses.

Related Learning Objectives

- a. Evaluate own daily diet intake through the "Dine Healthy" and "Nutriquest" computer programs.

6. Design a fitness program based on personal needs.

Performance Standards

- o learner will design personal program for exercise based on strengths and weaknesses after fitness training.

Related Learning Objectives

- a. Prepare a personal exercise program using the program "Body and Mind".
- b. Include total fitness, muscle strength, and endurance flexibility, cardiovascular activity and body composition.

7. Use appropriate terminology and skills related to dance and rhythms.

Performance Standards

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when participating in dance and rhythms.
- o learner demonstrates skills essential to dance and rhythms.
- o learner demonstrates skills essential to dance and rhythms strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful participation in dance and rhythms.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Demonstrate knowledge of rhythm patterns. (NASPE 5)
- b. Associate specific movement patterns with its specific music. (NASPE 5)
- c. Demonstrate knowledge of terminology and how to match locomotion to music. (NASPE 5)
- d. Correctly identify the right side and left side of body. (NASPE 2)
- e. Maintain own personal space as well as that of others. (NASPE 5)
- f. Follow all the rules established by the teacher. (NASPE 5)
- g. Participate in a safe and respectful manner. (NASPE 5)
- h. Demonstrate a willingness to participate in rhythmic activities. (NASPE 7)
- i. Rhythmically complete movement patterns. (NASPE 1 & 2)
- j. Dance respectfully and cooperatively with a partner. (NASPE 5 & 6)
- k. Receive instruction and practice dances which contain a variety of movement sequences. (NASPE 1 & 2)
- l. Receive instruction in leading techniques and practice making decisions regarding the movement sequence when dancing with a partner. (NASPE 3 & 5)
- m. Receive instruction in following partner's lead regarding movement sequence when dancing with a partner. (NASPE 3 & 5)
- n. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4 & 7)
- o. Name and explain the five components of fitness - cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. (NASPE 3 & 4)
- p. Utilize a pedometer to analyze the level of activity while dancing. (NASPE 4 & 7)
- q. Develop an awareness of opportunities to participate in dance outside of physical education class. (NASPE 3)
- r. Understand the contribution of dance to a healthy lifestyle. (NASPE 4)
- s. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- t. Independently treat peers, teacher and property respectfully at all times. (NASPE 5)
- u. Demonstrate traditional dance from various cultures. (NASPE 6)