



Personal Fitness Syllabus
CHS Health and Physical Education Department

Contact Information: Parents may contact me by phone, email, or visiting the school.

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Teacher Contact Websites: None available for this class.

CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

This course is for the aspiring athlete as well as the fitness for life enthusiast that emphasizes developing skills in weight training, aerobics, agility, ply-metrics, and speed improvement. The activities will focus on total fitness, fundamental motor skills, and lifetime sport and leisure skill development within four distinct units: Biomechanical Principles of Exercise; Conceptual Basics of Resistance Training Techniques; Specialty Skill Training Techniques; Principles of Training Variation and Exercise Program Specific Nutrition Practices. Advanced weight training, aerobics, agility, ply-metrics, and speed will be improved and workout programs designed and utilized for sport and fitness for life.

Evaluation criteria will include class attendance, applied concepts practices in daily physical activities, (formative/summative) assessments and (PBA) portfolio/notebook as well as the required O.D.E. district/state excel check off for district/state report card.

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3rd Quarter**
 - **Unit I Title:** Physical Fitness and Your Health
 - **Big Idea #1:** Physical Fitness and You – The Components of Fitness
 - *Essential Question #1:* Your level of physical fitness affects your physical, mental/emotional, and social health. Define physical fitness. List two benefits of being physically fit that can positively affect each area of total health.
 - *Essential Question #2:* Having total fitness means achieving a healthy level in each of the five areas of the Components of Fitness. List and describe the five Components of Fitness. List the tests that you would perform on the Presidential Fitness Test to measure each area of the Components of Fitness.
 - *Essential Question #3:* Sensible exercise is good for you. The more muscles and joints you work, the greater the total health gain. How would one improve their cardiorespiratory endurance? How would one improve their muscular strength, muscular endurance, and flexibility?
 - **Big Idea #2:** Setting Goals and Creating an Action Plan
 - *Essential Question #1:* Explain the difference between long-term and short-term goals, giving example of each.
 - *Essential Question #2:* An Action Plan consists of six-action based steps that can help you accomplish your goals. List and describe the six steps of creating an Action Plan.
 - *Essential Question #3:* List some additional goal setting pointers that can maximize your chances of goal setting success.
 - **Big Idea #3:** Skills-Related Fitness
 - *Essential Question #1:* When selecting new sports or physical activities, it is best not to limit yourself to a single type. Describe why it is important to select new sports activities and to alternate physical activities.
 - *Essential Question #2:* Name and define the six areas of skills-related fitness.
 - *Essential Question #3:* List the tests that you would perform to measure each area of skills-related fitness.
 - **Unit II Title:** Nutrition and Your Health
 - **Big Idea #1:** Food in Your Life – Nutrients
 - *Essential Question #1:* List and describe the factors that influence decisions that affect food choice.
 - *Essential Question #2:* List and describe the three nutrients that provide the body with energy.

- *Essential Question #3*: Write a short paragraph that defines the terms *vitamin* and *mineral* and explain the chief importance to the body of these micronutrients.
 - **Big Idea #2**: Benefits to Proper Nutrition on Personal Fitness
 - *Essential Question #1*: Download the MyFitnessPal app onto your mobile device. How does this app work? How do you plan to use this app in your daily life?
 - *Essential Question #2*: Name the five sections of the MyPlate food guide, and identify the recommended serving ranges.
 - *Essential Question #3*: Give three examples of the role physical activity plays in weight management.
 - **Big Idea #3**: Being a Smart Food Consumer
 - *Essential Question #1*: What are four reasons food additives are used in food? What do the terms *enriched* and *fortified* mean?
 - *Essential Question #2*: Review your own buying and eating practices. What is at the root of your decisions?
 - *Essential Question #3*: Have you used the Nutrition Facts panels on foods? If not, how could this information prove helpful to you now and in the future?
- **2nd or 4th Quarter**
 - **Unit III Title**: Weight Training and Muscle Groups
 - **Big Idea #1**: Weight Training Essentials
 - *Essential Question #1*: List and describe the three basic parts necessary during a weight training session.
 - *Essential Question #2*: In order to derive maximum benefit from exercising, you need to include three basic stages. These stages are the *warm-up*, the *workout*, and the *cool-down*. Describe each one of these stages and the importance of each stage being included in each weight training session.
 - *Essential Question #3*: List and explain the *F.I.T.T.* formula.
 - **Big Idea #2**: Weight Training Safety and Technique
 - *Essential Question #1*: How do various lifts, spotting techniques and safe use of equipment decrease the likelihood of injury?
 - *Essential Question #2*: How does the utilization of proper techniques and skills maximize the effects of one's personal weight training workout?
 - *Essential Question #3*: List three ways to take proper care of the weight room.
 - **Big Idea #3**: Basic Muscular Anatomy

- *Essential Question #1:* Name the three types of muscles and describe their functions.
- *Essential Question #2:* List three ways to keep your muscles strong and working efficiently.
- *Essential Question #3:* Skeletal muscles are essential in performing physical movements. Identify the skeletal muscles of the large muscle groups.
- **Unit IV Title:** Developing a Personal Fitness Plan
 - **Big Idea #1:** Getting Started with a Personal Fitness Plan
 - *Essential Question #1:* It is essential when developing a personal fitness plan to consider your fitness goals. Setting fitness goals can help by providing you with a plan for action. Another way of goal setting is by creating a S.M.A.R.T. goal. Name and describe how to create a S.M.A.R.T. goal.
 - *Essential Question #2:* A number of factors affect the kind of personal fitness plan you follow. List and describe the personal factors that can affect your choice of physical activities.
 - *Essential Question #3:* The Activity Triangle is an excellent tool in helping one get started on a personal fitness plan. List the six areas of the Activity Triangle. Give two examples from each area of the Activity Triangle.
 - **Big Idea #2:** Basics of a Personal Fitness Plan
 - *Essential Question #1:* Review. In order to derive maximum benefit from exercising you need to include three basic stages. These stages are the *warm-up*, the *workout*, and the *cool-down*. Describe each one of these stages and the importance of each stage being included in each exercise and weight training session.
 - *Essential Question #2:* Creating a cardio workout. How many days a week should you complete cardio? How would one improve their cardiorespiratory endurance?
 - *Essential Question #3:* Creating a weight-training workout. How many days a week should you complete weight training? How would one improve their muscular strength, muscular endurance, and flexibility?
 - **Big Idea #3:** Physical Activities and Total Health in Your Personal Fitness Plan
 - *Essential Question #1:* How do lifestyle activities differ from sports activities?
 - *Essential Question #2:* Just as a well-designed exercise program begins with a warm-up, it is wise not to begin a new

sport or physical activity without careful considerations for a training program when it comes to physical activity and total health. List and describe the factors that affect the kind of fitness program you follow.

- *Essential Question #3:* Describe how the mind-body connection affects physical activity, your total health, and your ability to stick to your personal fitness plan.

- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- T-shirt/sweat shirt
- Shorts/sweat pants
- Tennis shoes – boots and heels will not be allowed on the gym floor/sandals will not be allowed in the weight room

Textbook:

- Glencoe Health and Physical Education

Supplemental Textbook(s):

- None

Electronic Resources:

- MyFitnessPal app
- Student email account

Course Expectations:

It is necessary to take excellent care of all health and gym facilities and physical education equipment. Be respectful to the instructor and your fellow classmates at all times. Bring each day a positive attitude, exemplify character through strong values that genuinely care about others, do not use inappropriate language, and understand that in this class you are expected to be physically active. Any student who cannot follow the expectations established in our classroom and in the Student Handbook throughout the course will struggle to be successful in this class and be subject to disciplinary actions.

(See the Class Essentials document) This document describes our class essentials that will challenge our students on how to behave in our class each day.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine-week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Personal Fitness Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____