

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Walking for Personal Fitness
Course Number: 00628
Course Prerequisites: none

Course Description: This course is designed to provide an opportunity for students to develop a fitness workout plan through the activity of walking and other forms of aerobic exercise. Flexibility, cardiovascular endurance, muscular endurance, and muscle strength will be emphasized. The Walking for Personal Fitness course will help students develop a healthy lifestyle pattern by using walking and other forms of aerobic activity. This course is geared for the non-sports oriented student who wants to maintain or increase their overall fitness level.

Suggested Grade Level: Grades 9-12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 47

To find the CSPG information, go to <https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx>

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 08049

To find the State Course Code, go to <https://nces.ed.gov/forum/sced.asp>, download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Click or tap here to enter text.

Publisher: Click or tap here to enter text.

ISBN #: Click or tap here to enter text.

Copyright Date: Click or tap here to enter text.

WCSD Board Approval Date: Click or tap here to enter text.

Supplemental Materials: Click or tap here to enter text.

Curriculum Document

WCSD Board Approval:

Date Finalized: 11/13/2018

Date Approved: 4/8/2019

Implementation Year: 2019-2020

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	10.5.12 B	September January
Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	10.5.9 E	September January
Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.	10.4. 9 C	September January
Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.	10.3.12 D	September January
Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.	10.4.12.B	November March
Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	10.5.12.A	November March
Evaluate the impact of practice strategies on skill development and improvement.	10.5.12 C	October February
Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle	10.4.12 A	October February
Applies rates of perceived exertion and pacing	10.5.12 E	October February
Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment.	10.4.9 A	November March
Demonstrates appropriate technique on resistance training machines and with free weights.	10.5.12 E	September February
Relates physiological responses to individual levels of fitness and nutritional balance.	10.4.12 C	September February
Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive	10.5.9 E	September February

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neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)		
Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.	10.4.12 A	November May
Calculates target heart rate and applies that information to personal fitness plan.	10.5.9 D	September January
Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.	10.5.9 D	September October
Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase	10.1.12 B	October February
Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress	10.4.9 B	December June
Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.	10.4.12 D	October February
Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	10.4.12 F	September January
Uses communication skills and strategies that promote team or group dynamics.	10.4.12 F	September January
Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)	10.3.12 D	September January

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ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: [Click or tap here to enter text.](#)

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: [Click or tap here to enter text.](#)