



Student Program

Health and Fitness

LENGTH OF COURSE: 14 WEEKS (Semester) or 7 WEEKS (Summer)

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Course Overview

In this course, students take a comprehensive look at multiple factors that influence our bodies over a lifetime to maintain an active and healthy lifestyle. Students gain physical literacy by identifying, applying, analyzing, and evaluating components of fitness, exercise (FITT) principles, principles of training, phases of movement, and athletic performance.

Students set personal improvement goals for both fitness and movement skills utilizing baseline testing and performance analysis. Each week students complete a variety of physical exercises to target specific areas of fitness and movement to assist in achieving their goals. Reflection and feedback will inform students regarding their improvement.

The course culminates in a student-led project where students explore, synthesize, and implement an exercise- or sport-specific topic that directly impacts their lives. Topics of exploration include but are not limited to: nutrition in sports, exercise psychology or mental health in sports, sport exploration for the lifetime, exercise science or sport-specific performance and biomechanics, careers in sports, and community-based improvement design and implementation.

Pre-requisites

There are no prerequisites required for this course.

Competency-Based Learning

GOA courses use a competency-based learning approach in which students build both GOA core competencies and course-specific ones. Throughout the semester, we assess outcomes tied to each competency to track student progress with the goal of students leaving the course able to use and apply these competencies well beyond the final day of the semester.

Course Competencies

GOA students learn in practical, hands-on ways, which include the following core competencies:

Curate and create content relevant to real-world issues.

- *Application:* You apply and demonstrate knowledge of concepts and principles to achieve and maintain a health-enhancing level of physical activity and fitness.
- *Application:* You apply and demonstrate knowledge of concepts and principles related to movement and performance.
- *Goal-setting:* You set and monitor goals to enhance and maintain a healthy, active lifestyle.
- *Engagement:* You (consistently) engage in a self-selected physical activity, workout, or exercise program toward a level of fitness that reinforces your health and wellness.

Reflect on and take responsibility for your learning and that of others.

- *Feedback:* Your feedback to others includes suggestions on how they could improve their performance.
- *Analysis:* You analyze concepts and principles to improve the performance of self and/or others.
- *Perspective Taking:* Your communication, analysis, and reflection reveal you understand the perspectives of other people and groups and are able to distinguish those perspectives from your own.
- *Preparation for Future Learning:* You generate specific and timely suggestions about how you can change your approach by comparing the learning style/approach you/the class used to past learning strategies.

Semester Course Outline

Week 1	GOA Orientation
Weeks 2-3	Module 1: Fitness & Exercise Foundations (Part 1)

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Discover what it means to be Physically Educated
- Learn about the Phases of a Workout
- Recognize the Components of Fitness
- Challenge yourself with fun activities
- Document your physical activity in an Exercise Log
- Interact with your peers through partner work and discussion
- Engage with course resources

EXAMPLE ASSESSMENT:

Apply 1.3 Exercise Log Assignment: The goal of this assignment is for you to apply and document your understanding of the Phases of a Workout while performing various workout routines.

Weeks 4–5

Module 2: Fitness & Exercise Foundations (Part 2)

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Engage with course resources
- Learn about F.I.T.T. – Frequency, Intensity, Type, and Time
- Recognize the Training Principles
- Challenge yourself with fun activities
- Design various workouts
- Document your physical activity in an Exercise Log
- Set goals to improve your fitness
- Interact with your peers through partner work and discussion

EXAMPLE ASSESSMENT:

Apply 2.3 Principals of Training Assignment: The goal of this partner assignment is to introduce you to the principles of training which include: Specificity, Overload, Progression, Individualization, Adaptation, and Reversibility.

Weeks 6–7

Module 3: Performance Foundations

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Engage with course resources
- Learn about Phases of Movement
- Improve Athletic Performance
- Challenge yourself with fun activities
- Work towards reaching the goals that you set to improve your fitness
- Document your physical activity in an Exercise Log
- Interact with your peers through partner work and discussion

EXAMPLE ASSESSMENT:

Apply 3.1 Phases of Movement Video Assignment: The goal of this assignment is for you to demonstrate your understanding of the Phases of Movement: Preparation, Force Production, Critical Instant, and Followthrough by creating a video of a skill in a sport that you choose.

Weeks 8–10

Module 4: Capstone Project Ideation (Week 9 break)

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Engage with course resources
- Explore what the Capstone Project is
- Brainstorm about possible Capstone Project ideas
- Challenge yourself with fun activities
- Apply Athletic Performance Principles for sport-specific improvement
- Work towards reaching the goals that you set to improve your fitness
- Document your physical activity in an Exercise Log
- Interact with your peers through partner work and discussion

EXAMPLE ASSESSMENT:

Apply 4.1 Capstone Project Ideation Assignment: The goal of this assignment is to introduce you to the Global Capstone Project. In addition, you will begin the process of generating ideas for your Capstone Project addressing a need in your community that is linked to one or more of the UN Sustainable Development Goals

(SDGs) through sports, athletics, and activity.

Weeks 11-12

Module 5: Capstone Project Development & Implementation

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Engage with course resources
- Prepare for your Client Interview
- Conduct various Case Studies to inform your Capstone Project
- Challenge yourself in fun activities
- Apply Athletic Performance Principles for sport-specific improvement
- Document your physical activity in an Exercise Log
- Interact with your peers through partner work and discussion

EXAMPLE ASSESSMENT:

Apply 5.5 Capstone Project Development and Implementation 50% Completion Assignment: The goal of this assignment is for you to transition from the Project Development Phase to the Implementation Phase where your project is realized.

Weeks 13-14

Module 6: Capstone Project Implementation and Completion

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Engage with course resources
- Meet with your teacher to review your Capstone Project
- Develop your Capstone Project to completion level
- Work with a peer or family member to improve their fitness and athletic performance
- Interact with your peers through partner work and discussion

EXAMPLE ASSESSMENT:

Apply 6.2 Exercise Log #6 (Part 1) Assignment: The goal of this assignment is for you to instruct/participate with a peer/family member with regard to the fitness workouts that you design.

Weeks 15–16	Module 7: Global Capstone and Course Conclusion
COMPETENCIES: • Curate and create content relevant to real-world issues. • Reflect on and take responsibility for your learning and that of others.	
DESCRIPTION: In this module, you will: • Participate in the Capstone Summit • Provide feedback to students for both the Health & Fitness and non-Health & Fitness Capstone Presentations • Complete the GOA course survey • Document your physical activity in an Exercise Log • Reflect on your learning in the course	
EXAMPLE ASSESSMENT: Apply 7.2 What does it mean to be Physically Literate? Assignment: The goal of this assignment is for you to demonstrate your gained understanding of Physical Literacy from the course.	

Summer Course Outline

Week 1	GOA Orientation
Week 2	Module 1: Fitness & Exercise Foundations (Part 1)
COMPETENCIES: • Curate and create content relevant to real-world issues. • Reflect on and take responsibility for your learning and that of others.	
DESCRIPTION: In this module, you will: • Discover what it means to be Physically Educated • Learn about the Phases of a Workout • Recognize the Components of Fitness • Challenge yourself with fun activities • Document your physical activity in an Exercise Log • Interact with your peers through partner work and discussion • Engage with course resources	

EXAMPLE ASSESSMENT:

Apply 1.3 Exercise Log Assignment: The goal of this assignment is for you to apply and document your understanding of the Phases of a Workout while performing various workout routines.

Week 3

Module 2: Fitness & Exercise Foundations (Part 2)

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Engage with course resources
- Learn about F.I.T.T. – Frequency, Intensity, Type, and Time
- Recognize the Training Principles
- Challenge yourself with fun activities
- Design various workouts
- Document your physical activity in an Exercise Log
- Set goals to improve your fitness
- Interact with your peers through partner work and discussion

EXAMPLE ASSESSMENT:

Apply 2.3 Principals of Training Assignment: The goal of this partner assignment is to introduce you to the principles of training which include: Specificity, Overload, Progression, Individualization, Adaptation, and Reversibility.

Week 4

Module 3: Performance Foundations

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Engage with course resources
- Learn about Phases of Movement
- Improve Athletic Performance
- Challenge yourself with fun activities
- Work towards reaching the goals that you set to improve your fitness
- Document your physical activity in an Exercise Log
- Interact with your peers through partner work and discussion

EXAMPLE ASSESSMENT:

Apply 3.1 Phases of Movement Video Assignment: The goal of this assignment is for you to demonstrate your understanding of the Phases of Movement: Preparation, Force Production, Critical Instant, and Followthrough by creating a video of a skill in a sport that you choose.

Week 5

Module 4: Community Impact Project Ideation

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Engage with course resources
- Explore what the Community Impact Project is
- Brainstorm about possible Community Impact Project ideas
- Challenge yourself with fun activities
- Apply Athletic Performance Principles for sport-specific improvement
- Work towards reaching the goals that you set to improve your fitness
- Document your physical activity in an Exercise Log
- Interact with your peers through partner work and discussion

EXAMPLE ASSESSMENT:

Apply 4.1 Community Impact Project Ideation Assignment: The goal of this assignment is to introduce you to the Community Impact Project. In addition, you will begin the process of generating ideas for your Community Impact Project addressing a need in your community that is linked to one or more of the UN Sustainable Development Goals (SDGs) through sports, athletics, and activity.

Week 6

Module 5: Community Impact Project Development

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Engage with course resources
- Develop your Community Impact Project
- Challenge yourself in fun activities
- Apply Athletic Performance Principles for sport-specific improvement
- Document your physical activity in an Exercise Log
- Interact with your peers through partner work and discussion

EXAMPLE ASSESSMENT:

Apply 5.5 Community Impact Project Development and Implementation 50% Completion Assignment: The goal of this assignment is for you to transition from the Project Development Phase to the Implementation Phase where your project is realized.

Week 7

Module 6: Community Impact Project Implementation and Completion

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Engage with course resources
- Meet with your teacher to review your Community Impact Project
- Develop your Community Impact Project to completion level
- Work with a peer or family member to improve their fitness and athletic performance
- Interact with your peers through partner work and discussion

EXAMPLE ASSESSMENT:

Apply 6.2 Exercise Log #6 (Part 1) Assignment: The goal of this assignment is for you to instruct/participate with a peer/family member with regard to the fitness workouts that you design.

Final Week

Module 7: Course Conclusion

COMPETENCIES:

- Curate and create content relevant to real-world issues.
- Reflect on and take responsibility for your learning and that of others.

DESCRIPTION:

In this module, you will:

- Participate in the Course Community Impact Project Exhibition
- Provide feedback to students for both the Health & Fitness and non-Health & Fitness Community Impact Exhibition Presentations
- Complete the GOA course survey
- Create a video where you discuss what it means to be Physically Literate
- Reflect on your learning in the course

EXAMPLE ASSESSMENT:

Apply 7.2 What does it mean to be Physically Literate? Assignment: The goal of this assignment is for you to demonstrate your gained understanding of Physical Literacy from the course.

Course Notes

When exercising it is important to wear proper clothing. When making a selection of what to wear, ask yourself, is it / does it?

- Comfortable
- Breathable
- Non-revealing
- Allows freedom of movement
- Wick away sweat (stretchy, fitted fabrics are a good choice)
- Flexible - (layers) for varied temperatures and increased body temperature
- Undergarments - athletic underwear that provides proper support
- Should **not** have offensive language/images
- Appropriate footwear for the activity you are performing – no open-toe shoes, high heels, crocs, or other footwear that inhibits performance

Required Materials

Material: Students need appropriate clothing for exercise in a school setting

Access: Online or in-store, if you don't already own exercise clothing

Cost: Varies