

Chariho Regional School District

Course Proposal

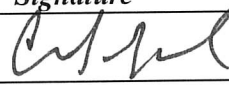
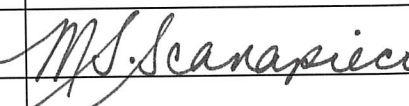
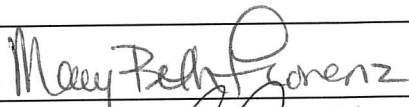
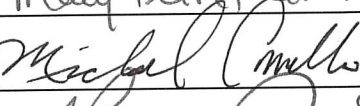
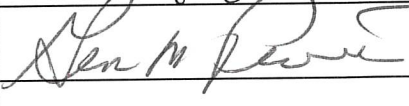
Because of Program of Studies publishing deadlines, new course proposals with all attachments for the 2022-2023 school year are due to the Assistant Superintendent's office no later than October 1, 2022 after SIT review.

Name of Course: Fitness 8 **Number of Credits:**

Grade Level/s: 8 **Credit Designation:** Honors CP Not Rated

Person Submitting Proposal: Chris Safford **Date:**

Department: Health / Physical Education **Proposed Implementation Date:** Pilot Fall of 2025/26

<i>Steps:</i>	<i>Date</i>	<i>Signature</i>
1. Department Head Recommendation	5/21/25	
2. Consultation with Guidance		
3. STEM/Humanities Recommendation	5/21/25	
4. Consultation with Technology Department, if applicable		
5. School Improvement Team Recommendation (with Principal's signature)	5/28/25	
6. District Curriculum Planning Council Recommendation	6/2/25	
7. Superintendent Recommendation	6/3/25	
8. School Committee Approval		
<i>Please attach any comments and concerns.</i>		

Please develop a narrative to address the following:

- Course Description: *(Please attach a copy of the proposed curriculum or curriculum outline.)*
- Rationale for Proposal
- Standards Addressed (Please submit the relevant Common Core math and ELA standards as well)
- Impact on Other Departments
- Budgetary Considerations
- Professional Development Considerations
- Facility Considerations
- Equipment Considerations
- Other Remarks

If this is an Advanced Placement course, has the College Board given its approval?

- It is not an Advanced Placement course.

If this is a course being offered for college credit, has a college agreed to give credit?

- It is not being offered for college credit.

Please develop a narrative to address the following:

Course Description: *(Please attach a copy of the proposed curriculum or curriculum outline.)*

This elective physical education course, offered to students in grade 8, is an in-depth study of personal fitness and will provide the knowledge to develop a personalized fitness program. The course explores multiple ways to enhance personal fitness through various resistance training techniques and methods. Students will experience a variety of programs to develop health related fitness specific to improvement of muscular strength and endurance. Enrolled students are expected to wear fitness attire conducive to safety and physical performance including T-shirt (minimum), shorts or active wear pants and sneakers.

Rationale for Proposal

This semester course (2 quarters) allows the opportunity for students to engage in structured resistance training programs and study fitness concepts to acquire the knowledge to comfortably participate in and model safe and appropriate strength training routines. Students' planning, implementation and assessment of their fitness movements will enhance their experience.

Standards Addressed (Please submit the relevant Common Core math and ELA standards as well)

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

S1.M24.8 - Demonstrates correct technique for basic skills in at least two (2) self-selected individual-performance activities.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

S2.M12.8 - Describes and applies mechanical advantage(s) for a variety of movement patterns.

S2.M13.8 - Implements safe protocols in self-selected activities.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.M1.8 - Identifies the five (5) components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.

S3.M4.8 - Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training.

S3.M6.8 - Participates in moderate to vigorous aerobic and/or muscle- and bone strengthening physical activity for at least 60 minutes per day at least 5 times a week.

S3.M7.8 - Compares and contrasts health-related fitness components.

S3.M8.8 - Uses available technology to self-monitor the quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

S3.M9.8 - Employs a variety of appropriate static stretching techniques for all major muscle groups.

S3.M10.8 - Describes the role of flexibility in injury prevention.

S3.M11.8 - Uses the overload principle (FITT formula) in preparing a personal workout.

S3.M12.8 - Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity.

S3.M13.8 - Defines how the RPE Scale can be used to adjust workout intensity during physical activity

S3.M15.8 - Designs and implements a program of remediation for three (3) areas of weakness based on the results of health-related fitness assessment.

S3.M16.8 - Designs and implements a program to improve levels of health-related fitness and nutrition.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S4.M1.8 - Accepts responsibility for improving one's own levels of physical activity and fitness.

S4.M2.8 - Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

S4.M3.8 - Provides encouragement and feedback to peers without prompting from the teacher.

S4.M7.8 - Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S5.M1.8 - Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health.

S5.M2.8 - Analyzes the empowering consequences of being physically active.

S5.M3.8 - Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.

S5.M4.8 - Discusses how enjoyment could be increased in self-selected physical activities.

S5.M5.8 - Identifies and participates in an enjoyable activity that prompts individual self-expression.

Impact on Other Departments

May have an impact on other elective courses.

Budgetary Considerations

Existing physical education equipment will be utilized resulting in no initial cost. Ongoing cost to maintain and replace worn equipment may be necessary and will be reflected in the Health and Physical Education budget.

Professional Development Considerations

No professional development necessary

Facility Considerations

Utilization of existing open space within the school including gymnasium, CMS fitness center and open classroom.

Equipment Considerations

See budgetary considerations

Other Remarks

Personal Fitness Learning Outcomes at a Glance

- Use correct terminology for equipment and identify proper safety procedures for using weight equipment.
- Demonstrate proper lifting and breathing techniques for all primary exercises, as well as proper spotting techniques for each.
- Understand the benefits of improving personal fitness.
- Experience a variety of weight training methods used to develop muscular strength and endurance, which may include use of free weights, TRX system, sets and reps, circuit training, super sets, etc.
- Describe the principles of overload, progression, and specificity as related to weight training.
- Identify and apply injury prevention principles related to weight training.
- Assess current personal fitness levels and set goals.
- Identify the major muscle groups and their application to weight training
- Define the difference between muscular strength and muscular endurance, and identify weight-training methods for each.
- Understand the use of loads, repetitions, sets, and rest periods pertaining to weight training.
- Improve muscular strength, muscular endurance and flexibility through participation in weight training.
- Demonstrate an understanding of health-related fitness components: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition and stress management.

Chariho Regional School District

Course Proposal

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Name of Course: **Fitness 7**

Number of Credits: **Semester Class**

Grade Level/s: **7**


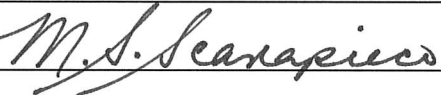

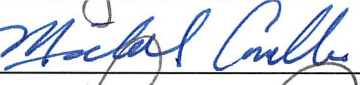
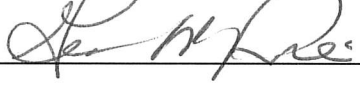
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Person Submitting Proposal: **Chris Safford**

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Department: **Health / Physical Education** Proposed Implementation Date: **Pilot Fall of 2025/26**

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Course Description: *(Please attach a copy of the proposed curriculum or curriculum outline.)*

This elective physical education course, offered to students in grade 7, is an introduction to various techniques to improve flexibility and fitness. Students will learn the importance of maintaining lifelong flexibility, basic to intermediate fitness yoga, dynamic stretching, and static stretching. Students will also be exposed to various group fitness experiences, including body weight training, High-Intensity Interval Training, and a variety of other group fitness trends. Throughout this course, students will increase health and skill-related fitness, including flexibility, strength, balance and posture and learn breathing techniques to relax the mind and the body. All students are required to wear attire conducive to safety and physical performance. Flexibility and Fitness is appropriate for all ages and abilities.

Rationale for Proposal

This semester course (2 quarters) allows the opportunity for students to engage in physical fitness, study flexibility concepts, and acquire the knowledge to comfortably participate in or lead a group or individual fitness class. Students' planning, implementation and assessment of their fitness movements will enhance their experience.

Standards Addressed (Please submit the relevant Common Core math and ELA standards as well)

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

S1.M22.7 - Demonstrates correct technique for a variety of skills in one (1) self-selected activity.

S1.M24.7 - Demonstrates correct technique for a variety of skills in one (1) self-selected individual-performance activity.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

S2.M13.7 - Analyzes the situation and makes adjustments to ensure the safety of self and others.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.M3.7 - Participates in a variety of strength and endurance-fitness activities such as Pilates, resistance training, bodyweight training, and light free-weight training.

S3.M4.7 - Participates in a variety of strength and endurance-fitness activities such as weight or resistance training.

S3.M6.7 - Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three (3) times a week.

S3.M7.7 - Distinguishes between health-related and skill-related fitness.

S3.M8.7 - Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

S3.M9.7 - Describes and demonstrates the difference between dynamic and static stretches.

S3.M10.7 - Describes the role of exercise and nutrition in weight management.

S3.M11.7 - Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.

S3.M12.7 - Designs a warm-up/cool-down regimen for a self-selected physical activity.

S3.M13.7 - Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise.

S3.M14.7 - Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.

S3.M15.7 - Designs and implements a program of remediation for two (2) areas of weakness based on the results of health-related fitness assessment.

S3.M16.7 - Maintains a physical activity and nutrition log for at least two (2) weeks and reflects on activity levels and nutrition as documented in the log.

S3.M18.7 - Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S4.M1.7 - Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.

S4.M3.7 - Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.

S4.M7.7 - Independently uses physical activity and exercise equipment appropriately and safely.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S5.M1.7 - Identifies different types of physical activities and describes how each exerts a positive effect on health.

S5.M2.7 - Identifies positive mental and emotional aspects of participating in a variety of physical activities.

S5.M4.7 - Identifies why self-selected physical activities create enjoyment.

S5.M5.7 - Explains the relationship between self-expression and lifelong enjoyment through physical activity.

Impact on Other Departments

May have an impact on other elective courses.

Budgetary Considerations

Existing physical education equipment will be utilized, resulting in no initial cost. Ongoing cost to maintain and replace worn equipment may be necessary and will be reflected in the Health and Physical Education budget.

Professional Development Considerations

No professional development necessary.

Facility Considerations

Utilization of existing open space within the school, including gymnasium, CMS fitness center and open classroom.

Equipment Considerations

See budgetary considerations

Other Remarks

Fitness and Flexibility Learning Outcomes at a Glance

- Describe the components of physical fitness and improving flexibility.
- Explain the benefits to your body when engaged in continuous fitness activities.
- Identify, participate and understand the benefits of different types of cardiovascular exercise activities.
- Explain and participate in various flexibility exercises, including static and dynamic routines.
- Demonstrate basic skills associated with yoga activities, including strength, flexibility, balance and coordination.
- Demonstrate the ability to perform yoga movements in various combinations and forms.
- Demonstrate an understanding of health-related fitness components.
- Improve personal fitness through participation in yoga, muscular strength, and muscular endurance activities.
- Identify the three phases of a group fitness workout and explain the pros and cons of group fitness training.
- Participate in a variety of group fitness routines including body weight training, resistance band training, and current group fitness trends.
- Establish an understanding and participate in fitness walking, and understand the concepts of levels of training, pacing, and training zones.
- Participate in progressive muscle relaxation sessions to help release tension, relieve anxiety, and to manage stress.