



UTICA COMMUNITY SCHOOLS

Course Title:

Aerobics

This class includes body movement and exercising to music. Floor work, step aerobics, kick boxing, pilates, yoga, resistant bands, jump ropes, light hand weights and water aerobics may be included. Exercising in a fun and non-competitive way, students receive instruction in weight management, stress reduction, cardiovascular activities, and physical fitness assessment.

It is understood that fitness is an on-going process and that students may wish to repeat the course more than once. However, students may only earn a total of one credit in this Course that will count toward the physical education Graduation requirement.

Course Content Expectations:

- A.3.PA.1** Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.

- A.4.HR.2** Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., Pacer, Step-Test, One-Mile Run, Walk Test, Handcycle Test).

- A.4.HR.3** Meet the criterion-referenced muscular strength and endurance Health-related fitness standards for age and gender (e.g., Curl-Up, Push-up, pull-up, Modified Pull-up, Flexed Arm Hang).

- A.4.HR.4** Meet the criterion referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder stretch).

- A.4.HR.5** Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass index).

- A.4.HR.6** Develop and maintain a plan for improving or maintaining health-related fitness.
- A.4. HR.7** Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition.
- A.4.HR.8** Apply the principles of training (frequency, intensity, type, time, overload, specificity).
- A.4.AN.1** Analyze and evaluate the effects of physical activity and nutrition on the body.
- A.4.AN.4** Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).
- K.2.HR.2** Evaluate cardiorespiratory fitness level using the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., Pacer, Step Test, One Mile Run, Walk Test, Handcycle Test).
- K.2.HR.3** Evaluate muscular strength and endurance fitness levels using the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).
- K.2.HR.4** Evaluate flexibility levels using the criterion referenced flexibility health-related fitness standards for age and gender (e.g., Back-saver sit and Reach, Shoulder Stretch).
- K.2.HR.5** Evaluate body composition using the criterion referenced body Composition health-related fitness standards for age and gender (e.g., Skinfold measurement, Body Mass Index).
- K.2.HR.6** Develop and implement a plan for improving or maintaining health-related fitness status.
- K.2.HR.7** Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition.
- K.2.HR.8** Apply the principles of training (frequency, intensity, type, time, overload, specificity).
- K.2.AN.1** Analyze and evaluate the effects of physical activity and nutrition on the body.

- K.2.AN.2** Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).
- K.2.RP.2**
B.6.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.
- B.5.FB.1** Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness and physical activities in dynamic settings.
- K.2.MS.3** Analyze/synthesize/evaluate knowledge of movement concepts while performing nonlocomotor, locomotor, and manipulative skills during participation in step aerobics, kick boxing, pilates, and yoga.
- K.2.OP.3** Apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.
- K.2.OP.4** Apply knowledge of safety features of outdoor pursuits in dynamic settings.
- M.1.MS.6** Perform a five-element movement sequence (e.g., rhythmic, aerobic, kickboxing, pilates, yoga, or tumbling activities) with flow in dynamic settings.
- M.1.RA.1** Perform specialized movement activities utilizing mature form of movement skills and concepts.
- K.2.FB.1** Analyze /synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
- K.2.MS.6** Analyze/synthesize/evaluate knowledge of movement concepts and skills to design (plan) a five-element movement sequence (e.g., step aerobics, kickboxing, pilates or yoga) with flow in a dynamic setting.
- K.2.RA.1** Assess specialized movement activities that utilize mature form of movement skills and concepts.
- K.2.PA.1** Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.
- K.2.PS.1** Analyze the benefits of exhibiting behaviors which exemplify each of

the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

- K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.**
- K.2. SB.1 Recognize physical activity as a positive opportunity for social Interaction in dynamic settings.**
- K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.**
- K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.**
- A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of aerobic activities, rhythmic activities, outdoor pursuits, and fitness-related activities.**
- B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness and physical activities in dynamic settings.**
- B.6.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.**
- B.6.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, imitative, and leadership in dynamic settings.**
- B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.**
- B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.**
- B.6. ID. 2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.**
- B.6.ID.3 Choose to participate in activities (e.g., aerobics, kick boxing,**

pilates, and yoga) that allow for self-expression in dynamic settings.

B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances (e.g., aerobics, kick boxing, pilates, and yoga) in dynamic settings.