

Course Outline

COURSE: KIN 33C **DIVISION:** 40 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 05/12/2020

SHORT TITLE: Walk/Run for Fitness 3

LONG TITLE: Walk, Run For Fitness - Level 3

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 OR 1	18	Lecture:	0	0
		Lab:	1.5 OR 3	27 OR 54
		Other:	0	0
		Total:	1.5 OR 3	27 OR 54
		Total Learning Hrs:	27 OR 54	

COURSE DESCRIPTION:

A program of walking and/or running designed to improve cardiovascular fitness and strengthen the muscles throughout the body. Emphasis will be on student's exercising at a high (60% - 80% THR) exertion level. This course has the option of a letter grade or pass/no pass. Courses should be taken in sequential order.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 04 - Laboratory/Studio/Activity
- 04A - Laboratory - LEH 0.65
- 05 - Hybrid
- 73 - Dist. Ed Internet Delayed LAB
- 73A - Dist. Ed Internet LAB-LEH 0.65

STUDENT LEARNING OUTCOMES:

1. The student will be able to calculate their target heart rate, maintain a workout between 65% and 85% of their target heart rate zone, and chart their cardiovascular improvement.

Measure of assessment: Target heart rate work sheet, workout chart.

Year assessed, or planned year of assessment: 2018

Semester: Spring

2. Using the F.I.T.T.E. principle, the student will be able to increase levels of frequency, intensity and time, and use a minimum of two types of exercises in relationship to their Cardiovascular fitness.

Measure of assessment: Demonstration, Discussion

Year assessed, or planned year of assessment: 2018

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 05/12/2020

1.5 - 3 Hours

CONTENT: Introduction to class, including course syllabus, course expectations, grading and attendance policies. Appropriate attire will be discussed. Fitness assessment will be conducted (Step Test).

SPO: Students will participate in fitness assessment

4.5 - 9 Hours

Content: Teach students how to take pulse. Teach students how to determine Resting Heart Rate (RHR) and calculate Target Heart Rate (THR) (Karvonen Formula). Walking and jogging techniques will be reviewed. Students will be able to view proper walking and jogging techniques through video on the course shell. Discuss the importance of stretching as a warm-up and cool-down. Explain the benefits of stretching both before and after exercising and demonstrate a variety of stretches and distinguish what is a static stretch and what is a dynamic stretch. Start workouts with timed walks to work on taking heart rate and calculating heart rate to determine proper intensity. Work at a high exertion level (60% - 80% of THR). Fitness levels will determine beginning intensity for students. Introduce FITTE principles: Frequency, Intensity, Time, Type, and Enjoyment. Start a fitness log to track all workouts.

SPO: Students will determine their RHR and calculate their THR. Students will demonstrate the basic walking and jogging techniques introduced. Students will demonstrate proper stretches for warm-up and cool-down. Students will name the FITTE principles. Students will participate in a variety of walking/jogging routines. Students will write down workouts in their fitness log. Students will become more efficient in their walking and/or jogging techniques.

4.5 - 9 Hours

Content: Continue discussion on the FITTE principles and how they can be used and the definition of each principle. Presentation on the benefits/value of exercising on a regular basis and how the exercise they are performing could be incorporated into their lifelong activities. Students will go through a variety of workouts that will use portions of the FITTE principle. For example, during one workout, the students will increase the intensity of the workout, but not the time or distance. The next workout, the students may increase the time they continually workout, but decrease the intensity. Distance will play a factor in both of those types of workouts. Introduce the Five components of physical fitness.

SPO: Students will continue to monitor their THR and log all workouts in their fitness logs. Students will be able to explain the FITTE principles. They will discuss the benefits of exercise and explain how they could incorporate exercises utilized in this class into their lifelong activities. Students will participate in a variety of walking/jogging routines. Students will list the five components of physical fitness.

3 - 6 Hours

Content: Continue walking/jogging routines which contain a proper warm-up/activity/cool-down phase. Increase workout intensities to get to their target (80% of THR) at least one time a week. Complete a mid-term fitness assessment. We will do the step test and a 1 1/2 mile walk/jog test on the track (Cooper Test).

SPO: Students will continue to monitor their THR and log all workouts in their fitness logs. Students will participate in a variety of walking/jogging routines. Students will do a mid-term fitness assessment test.

3 - 6 Hours

Content: Continue walking/jogging routines which contain a proper warm-up/activity/cool-down phase. Increase workout intensities to get to their target (80% of THR) at least twice a week. Workouts will now increase in Intensity, Time and Distance during class. Continue discussion on the Five components of physical fitness and how they can be used in their fitness program.

SPO: Students will continue to monitor their THR and log all workouts in their fitness logs. Students will participate in a variety of walking/jogging routines. The Student will be able to list and describe the Five components of physical fitness and apply them to their fitness program.

3 - 6 Hours

Content: Continue walking/jogging routines which contain a proper warm-up/activity/cool-down phase. Increase workout intensities to get to their target (80% of THR) at least three times a week. Increase all area's of the FITTE principles. Workouts will continue to increase in Intensity, Time and Distance during class. They Type of activities performed in class will also change. Students who were strickly walkers will be asked to start to slow jog in small intervals. Joggers will be asked to increase intensity (pace) in small intervals. Students will be asked to log a 3rd day into their fitness logs. Presentation on the benefits of proper Nutrition (Fats-Carbs-Protien) and the value of proper nutrition can play an important role in everyday overall health.

SPO: Students will continue to monitor their THR and log all workouts in their fitness logs. Students will participate in a variety of walking/jogging routines. Students will discuss the benefits of proper Nutrition and explain how it is important to their everyday overall health.

3 - 6 Hours

Content: Continue walking/jogging routines which contain a proper warm-up/activity/cool-down phase. Increase workout intensities to get to their target (80% of THR) at least four times a week. Increase all area's of the FITTE principles. Workouts will continue to increase in Intensity, Time, Distance, and Type during class. Students will be asked to log a 4th day into their fitness logs.

SPO: Students will continue to monitor their THR and log all workouts in their fitness logs. Students will participate in a variety of walking/jogging routines.

3 - 6 Hours

Content: Continue walking/jogging routines which contain a proper warm-up/activity/cool-down phase. Increase workout intensities to get to their target (80% of THR) at least five times a week. Increase all area's of the FITTE principles. Workouts will continue to increase in Intensity, Time, Distance, and Type during class. Students will be asked to log a 5th day into their fitness logs.

SPO: Students will continue to monitor their THR and log all workouts in their fitness logs. Students will participate in a variety of walking/jogging routines. The student will be able to walk/jog a mile under 15 min.

2 Hours

Content: Final

METHODS OF INSTRUCTION:

Discussion, demonstration, small group interaction

METHODS OF EVALUATION:

Other methods of evaluation

Percent of total grade: 100.00 %

Evaluation will include written assignments, problem-solving assignments, skill demonstrations, performance examinations and written examinations.

REPRESENTATIVE TEXTBOOKS:

No textbook required.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV E1, effective 201830

CSU GE:

CSU E, effective 201830

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201830

UC TRANSFER:

Transferable UC, effective 201830

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 3

Minimum Hours: 1.5

Course Control Number: CCC000582748

Sports/Physical Education Course: Y

Taxonomy of Program: 127000