



## ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV E1, effective 200170

CSU GE:

CSU E1, effective 200170

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200170

UC TRANSFER:

Transferable UC, effective 200170

PREREQUISITES:

COREQUISITES:

### STUDENT LEARNING OUTCOMES:

1. Students will be able to evaluate their fitness status.

ILO: 1,2,3

Measure: Lab exercise

2. Students will be able to assess the knowledge learned during the course of the semester and apply it to maintaining fitness for a lifetime.

ILO: 6

Measure: Self Assessment

3. Students will make meals designed to reduce the likelihood of cardiovascular disease, and maintaining healthy body composition

ILO: 1,2,4

Measure: Discussion groups

4. Students will use relaxation techniques regularly to best handle the day to day stresses of life.

ILO: 1,5,6

Measure: Demonstration

### TOPICS AND SCOPE:

Inactive Course: 12/08/2008

1 3 Introduction to Lifetime Fitness, Goals of the class, requirements. Pre-test blood pressure, resting heart rate. Begin stretch, power walk, cool down.

2 3 Intro to cardiovascular fitness, heart rates, and target zones. Risk factors and heredity implications. Stretch, power walk, aerobic circuit, cool down.

3 3 Intro to body composition and pre-test of assessing body density via skinfold caliper test. Stretch, power walk, walk/jog, cool down.

4 3 Return of body composition, and the discussion of setting up an individual program for fat reduction. Stretch, trail walk/jog, cool down.

5 3 Pre-test aerobic capacity, vital capacity. How to improve cardiovascular endurance. Stretch power walk, introduce interval training techniques, cool down.

6 3 Introduction to muscular strength, flexibility and endurance. Pre-test standardized strength,

flexibility, and endurance tests for muscles.

Stretch, power walk, circuit weight machines, cool down.

7 3 Intro to the concepts of isometric, isotonic, isokinetic in relationship to muscular strength, flexibility and endurance. Stretch, power walk, walk/jog/cool down.

8 3 Intro to basic nutrition, and label reading when shopping for food. Intro of guidelines for assessing percent fat, carbohydrates, and protein. Stretch, power walk, intro to Gavilan par course, cool down.

9 3 Intro to setting up an individual lifestyle plan for wellness and fitness. Stretch, walk/jog the hill, cool down.

10 3 Introduction to various other forms of exercise equipment to be used in a fitness program i.e., stretch and flex and stretch bands, weighted balls, jump ropes, tennis balls, hand weights, etc. Stretch, power walk, circuit using new equipment, cool down.

11 3 Mid term on principles of lifetime fitness learned up to this point. Stretch, power walk, circuit activity, cool down.

12 3 Introduction of Food Diaries and their benefits to wellness and lifestyle change. Stretch, power walk, interval training, strength circuit, cool down.

13 3 Stretch, power walk, aerobic circuit, strength circuit, cool down.

14 3 Intro to Stress reduction. Stretch, power walk, progressive aerobic activity, cool down.

15 3 Intro to deep muscle relaxation and instant relaxation techniques.

16 3 Post test blood pressure, resting heart rate, and body composition. Continue aerobic and strength conditioning workouts.

17 3 Post testing of aerobic capacity, vital capacity muscle strength, endurance, and flexibility.

18 2 Final-Spring Lake walk/jog/hike/Mt. Madonna

#### COURSE OBJECTIVES:

1. Discuss fitness as a an integral part of wellness lifestyle.

Assess their health in relation to their blood pressure and resting heart rate pre-test.

2. Know individual target range and the monitoring thereof.

Discuss the relationship of risk factors and heredity to cardiovascular disease and the importance of lifetime fitness.

3. Discuss body composition and its relationship to changing ones lifestyle to be at ideal per cent body fat.

4. Become aware of ones individual body composition and use trail on campus for aerobic walk/jog.

5. Assess their fitness rating in the area of aerobic capacity and vital capacity. Discuss & perform aerobic conditioning.

6. Assess fitness for muscle strength, flexibility, and endurance.

Discuss the weight machines and their impact on muscles.

7. Discuss the value of various forms of muscular fitness and which one would fit into their lifetime fitness plan.
8. Discuss the relationship of nutrition and fitness as one entity to wellness and lifetime fitness.
9. Determine individual goals and plan for lifetime fitness based on their working knowledge thus far in class.
10. Describe the variety of equipment modes to add to their enjoyment and fitness improvement and discuss the value of creativity in the programs they design for themselves.
11. Demonstrate knowledge of fitness principles by continued increase of intensity and duration of workouts.
12. Demonstrate their knowledge in the area of learned nutrition by using information on their food diaries to make changes in their eating habits.
13. Monitor fitness improvement via heart rates and perceived exertion and discuss the fitness principles behind the improvement.
14. Discuss how stress reduction fits in to a total wellness and fitness for ones lifetime.
15. Perform techniques at home and to become familiar with them so to implement them in to ones lifestyle.
16. Evaluate and see improvement in testing areas that were pre tested at the beginning of the class.
17. Evaluate and see improvement in testing areas that were pre-tested at the beginning of the class.
18. Perform Sprig Lake Final hike and brunch preparation to demonstrate lifetime and lifestyle changes in the areas of fitness and nutrition.

**METHODS OF INSTRUCTION:**

Lecture, demonstration, exercise leadership

**METHODS OF EVALUATION:**

The types of writing assignments required:

Essay exams

Other: Food Diary

The problem-solving assignments required:

None

The types of skill demonstrations required:

Performance exams

The types of objective examinations used in the course:

Multiple choice

True/false

Completion

Other category:

Requires student participation. Pre and post testing.

The basis for assigning students grades in the course:

Writing assignments: 5% - 10%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 40% - 65%

Objective examinations: 10% - 20%

Other methods of evaluation: 20% - 30%

**REPRESENTATIVE TEXTBOOKS:**

**SUPPLEMENTAL DATA:**

Basic Skills: N  
Classification: A  
Noncredit Category: Y  
Cooperative Education:  
Program Status: 1 Program Applicable  
Special Class Status: N  
CAN:  
CAN Sequence:  
CSU Crosswalk Course Department: PE  
CSU Crosswalk Course Number: 43  
Prior to College Level: Y  
Non Credit Enhanced Funding: N  
Funding Agency Code: Y  
In-Service: N  
Occupational Course: E  
Maximum Hours:  
Minimum Hours:  
Course Control Number: CCC000204416  
Sports/Physical Education Course: Y  
Taxonomy of Program: 083510