Course: PE 3: PE for the Mind, Body, and Spirit  
PEIMS Code: N1160010  
Abbreviation: PE3MBS  
Grade Level(s): 9-12  
Number of credits that may be earned: 0.5

Brief description of the course (150 words or less):

This course is for students who may need additional support in reaching their Healthy Fitness Zone in the Fitnessgram, especially in the area of Body Mass Index (BMI). The course is designed to work with each individual in the context of their life – physically, nutritionally, socially, and psychologically. In addition, the course supports the students and their families for long-term health and awareness beyond the physical education classroom. The instructional activities include: cardiovascular aerobic movements such as Zumba, fitness circuits, running/walking, spinning class; core strength development through yoga and stretching; nutritional education; and family support. Each student will be prescreened and monitored throughout the semester. Heart monitors will be worn daily. Personal journals will help students set and focus on short and long-term goals, including a nutrition observation component. Students will learn to set realistic weekly goals through group discussions. Each participant’s family/support team will be invited to participate in family fitness activities. Service learning will give students a unique opportunity to apply the information and skills learned.

Essential Knowledge and Skills of the course:

1. The student analyzes the psychological effect of exercise and training activities related to self-image, fitness, and weight control:

The student is expected to:

(A) discuss the psychological effects of a healthy body weight on self-image;

(B) identify individual training activities related to weight control;

(C) evaluate personal choices for improvement of self-image and weight control; and

(D) practice exercise activities related to fitness improvement.

2. The student participates in a variety of moderate to vigorous physical activities that help meet the Fitnessgram Healthy Fitness Zone standards:

The student is expected to:

(A) identify and analyze Fitnessgram results and develop a plan for self-improvement;
(B) understand BMI in relationship to personal fitness and weight control;

(C) research a variety of exercises to personally improve in their Fitnessgram Healthy Fitness zone standards;

(D) engage in cardiovascular related movements such as Zumba, fitness circuits, running/walking, and spinning classes; and

(E) demonstrate a level of improvement in Fitnessgram assessment activities.

(3) The student identifies and describes the components of PE 3 for the mind, body, and spirit:

The student is expected to:

(A) identify the role of the mind while exercising such as: psychological effects, determination, commitment, and critical thinking in the context of life, family, and beyond the PE classroom;

(B) identify the relationship between body physiology and effective exercising such as: strength, flexibility, endurance, long-term health results in life, and family physiology that may extend beyond the PE classroom;

(C) describe the importance and effects of the spirit (inner-self) during yoga, relaxation, stress management movements, and other exercises on: motivation, enthusiasm, energy, vigor, mood, attitude, and inspiration;

(D) explain and analyze the relationship between the mind, physical body, and spirit for long-term health; and

(E) identify long-term health activities and strategies beyond the classroom such as family nutritional practices and afterschool physical activities

(4) The student identifies methods of measuring Moderate to Vigorous Physical Activity (MVPA) to ensure that 50% of the class period is at the MVPA level:

The student is expected to:
(A) list and describe at least two types of heart-rate monitoring technology which may be used for data gathering of MVPA;

(B) list and describe, other than technology, methods which may be used for data gathering of MVPA; and

(C) demonstrate and apply methods for data gathering of MVPA.

(5) The student identifies methods of developing and maintaining a personal wellness journal to monitor progress and goals using personal health-related information especially at the Moderate to Vigorous Physical Activity (MVPA) level:

The student is expected to:

(A) list, describe, and journal short and long term goals to become physically, nutritionally, socially, and psychologically prepared for a healthy life;

(B) determine and journal MVPA personal data including resting heart rate, target heart rate, and maximum heart rate; and

(C) list, describe, and journal physical activities and dietary data related to personal wellness.

(6) The student researches the resources, appropriate codes, laws, standards, or regulations related to personal and group fitness trainers as a career or/ and fitness occupations that may be applied in a service learning project:

The student is expected to:

(A) identify codes, laws, standards, or regulations that may be required;

(B) analyze the appropriate codes, laws, standards, or regulations; and

(C) interpret the appropriate codes, laws, standards, or regulations.

(7) The student manages a PE 3 project as a personal and group fitness trainer. The student is expected to:

(A) develop a plan for completing a personal and group fitness project for their family;

(B) identify and describe the resources required to complete a family fitness project;

(C) develop a timeline for completing a family fitness project;
(D) identify tools to teach their families about long-term health and awareness; and

(E) analyze and use home, school, and community information to improve the family fitness environment.

(8) The student solves problems, thinks critically, and makes decisions related to fitness trainers’ technology and personal consumer fitness equipment. The student is expected to:

(A) develop a class project as a fitness trainer by following a problem-solving strategy;

(B) apply critical-thinking strategies to the analysis and evaluation of available consumer fitness equipment that may be used in Healthy Fitness Zone improvement; and

(C) utilize decision-making techniques to evaluate fitness equipment advertised in media for effectiveness in Healthy Fitness Zone improvement.

(9) The student applies mathematics and science knowledge and skills to fitness trainer resources. The student is expected to:

(A) develop a budget for personal fitness equipment, training, and maintenance of equipment or alternatives to minimize costs to improve personal Fitness Zone results;

(B) identify and use mathematics concepts in determining Fitnessgram results; and

(C) identify and apply science principles used in the Fitnessgram to fitness training.

(10) The student identifies and practices appropriate employability skills in the completion of assigned PE 3 instructional tasks. The student is expected to:

(A) describe how families or classmates may function as a fitness team;

(B) use teamwork to solve problems;

(C) distinguish between the roles of team leaders and team members;

(D) identify characteristics of good leaders;

(E) identify employers’ expectations and appropriate work habits;

(F) define discrimination, harassment, and equality in the work place;

(G) use time management techniques to develop and maintain class assignment
schedules and meet deadlines; and

(H) complete work according to established criteria for PE 3 assignments.

Description of the specific student needs this course is designed to meet:

This innovative course would be designed to help meet the special needs of students by providing additional support to help students reach their Healthy Fitness Zone in the Fitnessgram, especially in the area of BMI. It will also help specific students who have moderate to vigorous physical activity (MVPA) challenges. This course will help meet the needs of students who are interested in developing a new self-image and fitness control along with leadership skills.

Major resources and materials to be used in the course:

The Foundation of Personal Fitness textbooks, Fitnessgram, and district developed curriculum will be used in this course. In addition community health resources and agency support resources will be used for instructional delivery. The use of student wellness journals and technology measurement tools will be used for this course.

Required activities and sample optional activities to be used:

Fitnessgram is required.

Methods for evaluating student outcomes:

Will be designed with student input such as:

25% Class work to include:
A. Classroom participation/cooperative learning session: teacher and cooperative student group monitors knowledge and comprehension throughout lesson and/or sessions by using questioning and other feedback opportunities
B. Activities that reinforce PE3 content and vocabulary to strengthen basic wellness skills in critical areas of need.

25% Journals: documenting PE3 data regarding the Mind, Body and Spirit, heart-rate data, nutrition and wellness activities in their personal wellness journal.

25% Research paper/ oral or media presentations/ individual student projects, such as, notebooks and portfolios
Tests: objective; essay type

25% Demonstration of wellness skills and related team work in family fitness activities and community service learning and self assessment Healthy Fitness Zone level in the Fitnessgram (every three weeks)
All of the data collected will be analyzed and measured to meet Senate Bill (SB) 891 regarding 50% of class period at the moderate to vigorous physical activity level (MVPA)

Teacher qualifications:
Certified Secondary Physical Education teachers

Additional information (optional):