

Comprehensive Course Syllabus

WEL 105: Moving and Learning Spring 2020

Course Description:

This semester long course is the foundation wellness class for all sophomores. It is designed to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. This course emphasizes the concepts and principles of health-related physical fitness. Learning experiences will focus on a conceptual understanding to improve motor performance and physical fitness, using a variety of activities. Additional focus will be placed upon the importance of nutrition and sleep as they relate to overall fitness and stress management. Students will participate in pre and post fitness assessments. This course utilizes a proficiency based grading structure.

Instructor:

Instructor Name	Mr. David Lundgren	Mrs. Mary Myers
Office Number	D-112	F-111
Telephone number	630-907-5474	630-907-5955
Email address	dlundgren@imsa.edu	mmyers@imsa.edu
Office Hours	Mod 3 A/D Days	Mod 5 A/D Days

Meeting Days, Time and Room(s): Subject to change based on Academy schedule.

Section	5/6	7/8
Time	9:00 – 9:55 am	11:00 – 11:55 am
Day	A/B/C/D	A/B/C/D
Location	Gyms, Fitness Center, Multi-purpose Room, Pool, Outside	

Text(s) / Materials:

No text is required. Students will receive a series of teacher-generated or self-created handouts. A pen or pencil and a folder or some type of organizational binder must be brought to each class session. The folder or binder is required exclusively for this course. Cell phones, I-pads, I-pods, MP3 players, and etc. are not allowed in class. Students who enter the Wellness Room with a cell phone will need to put the phone in the box on the table when they arrive for class. If the phone is not properly taken care of when entering the Wellness Room, the instructor reserves the right to take the phone to security after class. The student can get the phone back at the end of the academic day. Computers will be used and students will be notified in advance when to bring them and a power supply to class.

Clothing:

Students must come to class prepared to participate and learn. **Clean activity** clothing and sneakers are required. Street clothes and shoes are not acceptable. Jeans and cargo shorts/pants are not allowed. Shirts must cover the entire torso of the body. Shirts showing the mid-section are not allowed. Wearing unacceptable messages (i.e. alcohol, drugs, sex, etc.) on clothing is not allowed. Belts and loose fitting jewelry are not acceptable athletic attire. Hats, finger shoes, and flip flops are not allowed. Your previous school physical education uniform and sneakers are an example of an acceptable dress. For pool sessions, a towel, lock, and swim suit are needed. Goggles are optional.

Dress appropriately for environmental conditions. Temperature variations occur throughout the semester. Some classes may be conducted outdoors and may necessitate additional clothing layers.

To keep the Wellness floors clean, change into clean, dry sneakers before entering any Wellness room. If not properly dressed, points will be deducted from **Learner Responsibility**. Refer to the Grading Section for more details.

Essential Content:

Physical activity is critical to the development and maintenance of good health. The goal of IMSA Wellness curriculum is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Students studying Moving and Learning will:

- A. **Demonstrate competency in a variety of motor skills and movement patterns.** Students will:
 - a. Demonstrate, adjust and name various basic movements in the explored physical movement
- B. **Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.** Students will:
 - a. Design, implement, and evaluate an appropriate personal fitness plan
 - b. Develop S.M.A.R.T. short-term personal goal
 - c. Identify and discuss the basic anatomy and physiology of the cardiovascular system and its response to rest and exercise
 - d. Identify and discuss the basic anatomy and physiology of the muscular system to perform movement
 - e. Demonstrate an understanding of the conceptual basis of body composition and its relationship to well being
 - f. Identify nutritional, exercise, psychological, and/or pathological factors influencing body composition and the principles of achieving/maintaining weight control
 - g. Understand and apply specific training and conditioning to improve performance in cardio-respiratory endurance and muscle fitness activities

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- h. Analyze and identify skills that result in higher levels of performance
 - i. Understand the role of physical fitness concepts in the development of a healthy lifestyle throughout the life span
 - j. Discuss the basic anatomy and physiology of male and female reproduction
 - k. List and describe how some of the common contraceptive methods, work, their effectiveness, advantages and disadvantages.
- C. **Demonstrate the knowledge and skills to achieve and maintain health-enhancing levels of physical activity and fitness.** Students will:
- a. Develop and enhance appropriate levels of health-related physical fitness necessary for a healthy and productive life
 - b. Evaluate and adjust levels of activity to improve fitness for activity and personal fitness
 - i. Identify strengths and weaknesses based on performance
 - ii. Understands, calculates, and uses target heart rate training zone to ensure safe and productive workouts
 - c. Willingly participate in a variety of physical activities for enhancing a healthy, active lifestyle
 - d. Demonstrate the ability to monitor and adjust activity to meet physical activity FITT recommendations, personal interests, and desires
 - e. Monitor wellness behaviors (e.g. cardio respiratory endurance, muscle fitness, warm-up and cool down activities) through the use of logs, heart rate monitors, etc.
- D. **Exhibit responsible personal and social behavior that respects self and others.** Students will:
- a. Demonstrate respectful personal and social behavior
 - i. Act responsibly to avoid conflict
 - ii. Exhibit respect for the unique characteristics and abilities of peers
 - iii. Show cooperative and positive interactions with others
 - b. Exhibit respect for the unique characteristics and abilities of peers and compassion towards the diversity of skills and background in peers and in self while performing activities
 - c. Provide best effort
 - d. Apply safe practices, rules, procedures, and etiquette in all activities
- E. **Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.** Students will:
- a. Recognize the importance of physical activity and other aspects of physical wellness to promote health in each of the other dimensions of wellness (social, emotional ,intellectual, spiritual/philosophical, and environmental)
 - b. Monitor wellness behaviors (e.g. cardio respiratory endurance, muscle fitness, warm-up and cool down activities) through the use of logs, heart rate monitors, etc.
 - c. Access, apply, and critique information regarding self

F. Understand the role of nutrition, sleep, and stress management as behaviors which alleviate the effects of distress and assist us in developing and maintaining holistic wellness. Students will:

- a. Record sleep habits and behaviors, analyze sleep patterns, and use this information to set personal S.M.A.R.T. goal
- b. Demonstrate an understanding of stress, stressors, signs and symptoms and effective stress management techniques
 - i. Define stress terminology
 - ii. Participate in various stress management techniques
- c. Research and discuss essential six nutrients

SSLs and Outcomes: Formally assessed –

I.A. Students expected to demonstrate automaticity in skills, concepts, and process that enable complex thought through reflecting on personal wellness, self-assessing learner responsibility, fitness and performance, performing kinesthetic movement, team work and collaboration, written assessments and quizzes, small and large group discussions

I.C. Students expected to precisely observe and accurately record findings in order to evaluate and assess data and use as evidence to support statements. Students will use pen and paper and technology to collect data and journal their accomplishments, progress, and reflections

I.D. Students expected to evaluate the soundness and relevance of information and reasoning by using reputable information, demonstrating understanding of each health-related component of physical fitness, comparing of pre- and post- fitness assessment, demonstrating understanding of basic anatomy and physiology involved in physical activity, and self-analysis of kinesthetic awareness and skill through observation and comparison

III.B. Students expected to recognize, pursue, and explain substantive connections within and among areas of knowledge by understanding how their physical wellness interconnects with the emotional, social, intellectual, environmental, and spiritual/philosophical dimensions of their wellness and understanding the context of their wellness in their everyday lives

IV.A. Students expected to construct judgments based on evidence by using authentic data, understanding the interrelationship between health-related fitness components and evaluate and reflect on their personal wellness plan

V.A. Students expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by recognizing their own ability in order to make safe and effective decisions, recognizing their current capacity in order to progress, and participating and cooperating with others

V.B. Students expected to make reasoned decisions which reflect ethical standards, and act in accordance with those decisions by taking responsibility for their learning, collaborating with other students, and constructive critique of self and others

V.C. Students expected to establish and commit to a personal wellness lifestyle in the development of the whole self by being confident in their own abilities, and making informed

decisions about the balance of the emotional, social, physical, intellectual, environmental, and spiritual/philosophical dimensions of wellness to become an educated lifelong learner

Informally assessed –

I.B. Students expected to construct questions that further understanding, forge connections and deepen meaning in order to demonstrate competency in discussions, writing, and quizzes.

III.A. Students expected to use appropriate technologies as extensions of the mind by accurately recording and assessing their personal fitness data and analyzing and reflecting on their personal fitness

Instructional Design and Approach:

Moving and Learning helps students become physically educated individuals who have the knowledge, skills, and abilities to enjoy a lifetime of physical activity. Emphasis is placed on the physical dimension of wellness, particularly physical fitness, nutrition, sleep, and stress management, and the inter-relationship between the dimensions. Students will engage in regular physical activity. This course strives to create a community in which students develop the habit of attention to the connection between their physical needs and their intellectual needs. The mind and body should be educated together; the result being a complete individual with harmonies parts. The simple question of how keeping one's body healthy contributes to the quality of one's life competes with many other demands in a student's life. This course draws attention to these questions and to develop these habits.

Moving and Learning is a competency driven course that is based on the Wellness Learning Standards, adopted from the National Association for Sport and Physical Education. The Energy In- Energy Out concept is used to provide learning experiences that will integrate the factors affecting positive physical wellness (physical activity, nutrition, physical fitness, sleep, relaxation, goal-setting and planning, decision-making, and time management). A problem-centered approach using personal data will be used for students to self-assess, devise an activity or wellness plan, implement the program using appropriate principles and concepts, reflect on their progress, and revise their wellness plan accordingly.

There will be teacher-directed, student-directed, and self-directed activities and discussions. Learners are expected to participate in large group, small group, partner and individual activities. Learning experiences aim to provide greater appreciation of physical activity to enhance the establishment and commitment to a positive wellness lifestyle.

Student Expectations and Responsibilities:

Attendance:

Class begins at the appropriate scheduled times. You are allowed **five (5) minutes** to change. After these five (5) minutes you will be counted tardy. Please make every effort to be on time, as it helps class run more smoothly. Learner Responsibility points will be deducted for

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tardiness, and absences; for more details refer to the Learner Responsibility in the Grading section. **Note:** Students may not dress for some class sessions. The instructor will notify the students at the earliest convenience. These non-dress sessions will begin at the official class start time. Refer to the IMSA student handbook for details relating to absent times.

Section	5/6	7/8
Start Time	9:00 am	11:00 am
Tardy Time	9:05 am	11:05 am
Absent Time	9:10 am	11:10 am

Students more than 10 minutes late from the start of the course, need to get a time-stamped pass from the Attendance office and return to class with the pass for the instructor to sign. The student will return the pass to the attendance office by the end of the day. For example, if the course starts at 9:00 am and the student arrives to class at 9:12 am, the student will be required to get a pass from the attendance office.

- **Absences**

As previously noted, Learner Responsibility points are deducted for absences. Excused absences, such as for an illness or a school-sponsored activity are eligible to be made-up. It is the responsibility of the student to contact the instructor in a timely manner (i.e. by the next class session) to discuss if an excused absence is eligible for a makeup.

Contact must occur outside of class time, before the absence, or within one class day of returning to campus to discuss the make-up and receive the make-up directions. If eligible, a makeup card is issued and you will have **one (1) week** from the receipt of the make-up card to complete any activity portions that may have been missed to regain the lost points. Any written assignment may have a different timeframe for make-up completion. For example, a graded assessment may be due at the start of the next class, whereas, a make-up for an activity segment is given up to **one (1) week**. If a make-up is not completed with the noted timeframe, Learner Responsibility and/or assessment points will not be earned. Complete make-ups during the quarter the absence occurs. However, special arrangements will be given to students absent during the last weeks of the quarter.

Activity make-up sessions must be completed under the supervision of and signed by a Wellness staff member. Wellness staff members are Mr. D. Hernandez, Mr. D. Lundgren, and Mrs. M. Myers.

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To complete a make-up, the student must complete a make-up form, satisfy the noted expectations, and return the form and any requested information to the instructor by the due date noted. Only one make up session is allowed per day.

Injuries/Illness

Students who become injured or ill during the semester may need a medical permission slip to participate in the course. Depending on the severity and duration of the injury or illness, the student may be dropped from the course and will be enrolled in Moving and Learning during another semester.

Technology

It is an expectation when working on computers that only the websites and documents requested by the instructors are open. Having other sites and documents open will result in loss of instrument for two class sessions. This applies to inappropriate use of other technologies, such as cell-phones, i-pods, ipads, kindles and similar. Additionally, headphones are not allowed in class and will follow the same procedure if found. **Points will be deducted from Learner Responsibility.** The student will have to contact the teacher and make arrangements outside of class time to pick up the instrument.

Locker Rooms & Lockers:

Store your personal belongings in a LOCKED locker. Students are responsible for providing their own locks. You must be dressed with proper activity clothing. If you come to class after the five minutes allocated for dress, you are tardy. Note that attendance timing applies even if you are not properly prepared for class due to attire issues. For example, coming in and putting on your shoes or asking to use the restroom after the start of class. Learner responsibility points will reflect both the timeliness and dress of the student. IMSA is not responsible for lost or stolen items.

In Summary, all students are expected to:

1. Assume ownership for own learning and challenge.
2. Be held responsible for any concepts, problems or announcements presented in class. Pop quizzes happen!
3. Attend **all** scheduled class meetings and be **on time, prepared, and dressed** for class.
4. Participate **fully** for the entire class period.
5. Dress appropriately in modest clothing for temperature conditions.
6. Act respectfully toward self, others, class environment, and content.
7. Complete all assigned work and submit graded assignments on time. Some assessments will not be graded. **All assignments are due on their assigned due date at the beginning of class.**
8. Use their **IMSA email account** to communicate electronically with the instructor.

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9. Contribute positively and inclusively, enabling learning, through words and actions as a leader and follower. Swearing and abusive language or actions will not be tolerated.
10. Be willing to improve skill and knowledge of physical activity/sport by listening receptively to classmates and teacher.
11. Submit assessments at the start of the class session. After this timeframe, assignments are late and will result in a reduction of Learner Responsibility points.
12. Take all tests and quizzes at the scheduled time. Make-ups **will not** happen for **unexcused absences**.
13. Contact the instructor to see if an excused absence is eligible for a make-up. Student must see the instructor outside of class time. Make-ups must be completed by the date on the form. All physical activity make-ups must be completed under the supervision of a Wellness staff member.
14. Not bring food or beverages (other than water bottles with lids) in the Wellness areas. Gum is not allowed.
15. Make sure sneakers are clean before entering any Wellness rooms.
16. Bring folders and writing utensil to each class session.
17. Keep book bags, backpacks and other personal items in a locked locker in the locker room or outside of gym, not on the floor.
18. Students must complete all noted online coursework.
19. Clean out their lockers at the end of the course.

Academic Honesty:

The primary academic adventure is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty—cheating, plagiarism, and collusion—are serious offences, which undermine the education process and the learning experience for the entire IMSA academy.

It is expected that students will assume responsibility for their work and that materials submitted in fulfillment of course represent student's own efforts. It is expected that students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by IMSA's policy on academic integrity located in the student handbook.

Assessment Practices, Procedures, and Processes:

Grading:

Grading will be based on the student's ability to be proficient in the curriculum. These assessments include the student's responsibility as a learner, their effort, participation and attendance; individual and group projects; and self- and peer- assessments. Wellness does not round grades.

Common Assessments

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- SMART goal/process
- Quizzes
- Group Projects and Presentations
- Written Reflections
- Short Writes

Learner Responsibility

- Student behavior and participation will be monitored for both in-class and online coursework. Learner responsibility points will be earned, but not limited to, the following:
 - Work Ethics: on task; actively involved in class (activities and discussion); demonstrates acceptable effort; recognizes and consistently applies rules, regulations, etiquette specific to tactics; applies learned motor skills; being awake
 - Appropriate Social Skills: demonstrates respect for self, others, and content; displays positive leadership and followership abilities; engages in positive interactions; uses appropriate language
 - Safety: participates in appropriate warm up and cool down activities; engages in proper use of equipment and facilities; follows directions and class and locker room policies; has appropriate dress for class
 - Attendance
 - Learner responsibility points will be deducted for absences (excused and unexcused) and tardies.
 - Points for some Academy excused absences **may** be made up.

Submitted work will be returned in a timely fashion. **Note:** Graded work may not be returned until all students have completed or submitted the assessment.

Proficiency-Based Grading

Assessments are graded according to the student's proficiency of that course content, knowledge, and skills. The proficiency scale is as follows:

Highly Proficient	A-/A
Proficient	B
Developing	C/B-
Beginning	D/C-
Missing	F

Assessment Submission Requirements:

Assessments are due at the start of class. Write your name, date, and course section number on the upper right hand corner of your assessment, unless directed otherwise. Ensure that the proficiency chart is included and attached at the end of your paperwork. When submitting multiple pages, staple or paperclip them together.

For assessments where a student earns less than a proficient score of B, s/he has the opportunity to revise her/his work or in some cases complete a similar assessment. Students earning a proficient score may elect to revise their work in an effort to earn a different score on the assessment.

Revised Assessment Submission Requirements

Revised assessments must be submitted in a timely manner. Revisions are due at the beginning of class, **two (2)** class sessions from the date the assessment is returned. Submissions received after the second class session will be graded, but will not yield a change in the student's earned score.

- For example, if the assignment is returned on Monday, revisions will be collected at the start of class on Thursday, assuming Wednesday is an I-day.

Revisions must be clearly visible. Response options include:

- **Bold**
- Colors: **green**, **yellow**, **purple** (Avoid **gray** hues, **red** and **blue**)
- Highlight

“Revision #2” must be written below your name, date and course section number on the upper right hand corner of the original assessment. If you will make edits on a typed version of an assessment, save this information as a separate document. Use this version to make edits. DO NOT delete any information; rather draw a line (~~draw a line~~) through any material you wish to remove. Make certain all original assessment documentation, teacher comments and proficiency chart are included.

If the original assessment work with teacher comments and proficiency charts are **NOT** utilized and submitted the revised work will not be graded and the original assessment score is the final grade.

For worksheets:

Make certain to clearly distinguish revisions using one of the aforementioned options. Using the colored pencil or marker, for example, write “Revision #2” below your name and date on the front side of the assessment. Ensure your marked proficiency chart is attached to your revised work.

Note that revisions are not allowed for some assessments. These assessments include, but are not limited, to

- **Learner Responsibility**
- **Quizzes**
- **Group Project**

- **S.M.A.R.T. Goal and Process Reflection**
- **Wellness Reflection**

Sequence of Topics and Activities

The entire success of this class will be based on the individual students desire to work in class. How much a student will get out of this course is directly proportional to how much the student puts into it. *The instructor reserves the right to change the schedule at any time.*

Spring Semester 2020

Week 1	Introduction to Moving and Learning and Expectations Introduction to Wellness Cognitive Pre-test Heart Rates
Week 2	Introduction to Physical Fitness Components Heart Rates continue Physical Fitness assessments SMART Goal Setting
Week 3	Health-related Physical Fitness Components: Introduction to Flexibility Warm Up Heart Rate Monitoring continues Ratings of Perceived Exertion continues SMART Sleep Goal and Process Assessment
Week 4	Health-related Physical Fitness Components: Flexibility continues Heart Rate Monitoring continues Ratings of Perceived Exertion continues Cool Down
Week 5 – 9	Health-related Physical Fitness Components: Cardio-respiratory Endurance Heart Rate Monitoring continues Ratings of Perceived Exertion continues Principles of Training: Overload, Specificity, Progression FITT Principles: Frequency, Intensity, Time, Type Introduction to Fitness Center
Week 7 – 11	Health-related Physical Fitness Components: Muscular Strength, Muscular Endurance (Muscle Fitness) Principles of Training: Overload, Specificity, Progression FITT Principles: Frequency, Intensity, Time, Type

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Week 10 Spring Break

Week 12 - 15 Principles of Training: Overload, Specificity, Progression
FITT Principles: Frequency, Intensity, Time, Type
Group Project/Presentations
Group Project Quiz
Nutrition: Macronutrients and Micronutrients
Weight Management: Energy In and Energy Out
Body Composition
Wellness Reflection

Week 16-19 Stress Management
Reproductive Sexual Health
Cognitive Post-test

The instructor reserves the right to adjust this information at any time and will be communicated in an appropriate manner.