

COURSE OUTLINE

Created: B. Mandell, November 2011

DEPARTMENT: Academic Programs

CURRICULUM: Physical Education

COURSE TITLE: Walking for Fitness

COURSE NUMBER: PEC 143

TYPE OF COURSE: Academic Transfer
Special Requirement Met: None

AREA(S) OF KNOWLEDGE: Elective

COURSE LENGTH: 1 quarter

CREDIT HOURS: 2 hours

LECTURE HOURS: 11 hours

LAB HOURS: 22 hours

CLASS SIZE: 25

PREREQUISITES: None

COURSE DESCRIPTION:

PEC 143 will instruct students on basic cardiovascular conditioning principles through a structured walking program. Discussion, lecture, and other presentations will center on walking technique, safety, and aerobic training programs. This course is intended for students interested in an activity based class that is held in an outside environment. The course will be open to students of all ability levels.

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STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listen actively.
2. Computation – Use mathematical operations.
3. Human Relations – Use social interactive skills to work in groups effectively.
4. Critical Thinking and Problem Solving
6. Personal Responsibility – Be motivated and able to continue learning and adapt to change; Value one's own skills, abilities, ideas, and art; Take pride in one's work; Manage personal health and safety.

GENERAL COURSE OBJECTIVES:

At the end of the course, the student will:

1. Be familiar with basic cardiovascular conditioning principles: frequency, intensity, time, and type (the F.I.T.T. principle)
2. Have an understanding of the risks and benefits associated with regular physical activity.
3. Be familiar with proper warm-up and cool-down procedures.
4. Learn various cardiovascular exercises and what muscles they target
5. Understand how to measure their heart rate and use this information when exercising their cardiovascular system.
6. Learn how to tailor a cardiovascular program for their personal goals.
7. Conduct a pre- and post-fitness assessment to assess student progress.
8. Learn to use a training log to measure progress during the course.
9. Demonstrate an increase in cardiovascular conditioning.
10. Develop group interaction skills to help motivate others when training.
11. Be able to identify safety hazards associated with fitness walking.

TOPICAL OUTLINE:

- I. Fitness Assessment
 - a. Pre-assessment fitness survey to determine overall cardiovascular conditioning level
 - b. Set personal goal for term
- II. Walking Technique and Body Mechanics
 - a. Upper body position
 - b. Lower body position
- III. Cardiovascular Conditioning Principles (F.I.T.T.)
 - a. Frequency
 - b. Intensity
 - c. Type
 - d. Time
- IV. Preventing Injury
 - a. Warm-up
 - b. Stretching
- V. Heart Rate Monitoring
 - a. Taking pulse before, during, and after workouts
- VI. Training Log
 - a. Use workout card to monitor cardiovascular progress
- VII. Muscle Anatomy
 - a. Heart
 - b. Quadriceps
 - c. Hamstrings
 - d. Gluteus muscle group
 - e. Calf muscles group
 - f. Core muscle group
 - i. Abdominal muscles
 - ii. Erector Spinae
- VIII. Cardiovascular Programs
 - a. Long/Slow
 - b. Tempo
 - c. Intervals
 - d. Cross-training
- IX. Safety
- X. Fitness Assessment
 - a. Post assessment fitness survey to determine overall cardiovascular conditioning level
 - b. Personal goal achieved by end of term

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DATE: November 2011

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SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	1,2,3,4	Communication - Read and listen actively
SLO 1.2		Communication - Speak and write effectively
SLO 2.1		Computation - Use mathematical operations
SLO 2.2	5	Computation - Apply quantitative skills
SLO 2.3		Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills
SLO 3.1	10	Human Relations - Use social interactive skills to work in groups effectively
SLO 3.2		Human Relations - Recognize the diversity of cultural influences and values
SLO 4.1	11	Critical Thinking and Problem Solving -
SLO 5.1		Technology - Select and use appropriate technological tools
SLO 6.1	6,7,9	Personal Responsibility - Be motivated and able to continue learning and adapt to change
SLO 6.2	6,7,9	Personal Responsibility - Value one's own skills, abilities, ideas and art
SLO 6.3	7,9	Personal Responsibility - Take pride in one's work
SLO 6.4	6,7,8,9	Personal Responsibility - Manage personal health and safety
SLO 6.5		Personal Responsibility - Be aware of civic and environmental issues
SLO 7.1		Information Literacy - Access and evaluate information
SLO 7.2		Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

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