Course Information

Division: Health & Physical Education
Course Number: HPE 102J
Title: Beginning Jogging-Hiking II
Credits: 1
Developed by: Jim Bagnall
Lecture/Lab Ratio: 0 Lecture/2 Lab
Transfer Status: ASU NAU UA
KIN 105, EXW Dept. Elective
FIT 100 PE Dept. Elective, PE Activity Credit limit of three units
Activity Course: Yes
CIP Code: 31.0501
Assessment Mode: Portfolio
Semester Taught: Upon Request
GE Category: AAS degree only
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No
Diversity and Inclusion Course: No

Prerequisites
HPE 101J

Educational Value
For students who can benefit from learning lifetime skills and want to increase their physical fitness level.

Description
Student will learn the basic skills and knowledge for jogging and hiking.

Supplies
Work out attire
**Competencies and Performance Standards**

1. **State the guidelines for starting jogging and hiking programs.**

   **Learning objectives**
   - What you will learn as you master the competency:
     a. Explain the common sense steps necessary before beginning a program.
     b. Explain the proper clothing, including the selection of shoes necessary to a sensible program.
     c. Explain the three schedules: Beginner, Intermediate, and Advanced.

   **Performance Standards**
   - Competence will be demonstrated:
     - by developing a program of jogging and hiking guidelines
   - Criteria - Performance will be satisfactory when:
     - learner explains the common sense steps necessary before beginning a program
     - learner explains the proper clothing including the selection of shoes necessary to a sensible program
     - learner explains the three training schedules: beginner, intermediate and advanced

2. **Explain and demonstrate beneficial stretching exercises.**

   **Learning objectives**
   - What you will learn as you master the competency:
     a. Explain and demonstrate stretching exercises for the lower and upper back.
     b. Explain and demonstrate stretching exercises for the legs, shoulders, neck, and arms.

   **Performance Standards**
   - Competence will be demonstrated:
     - by performing techniques from a check list
   - Criteria - Performance will be satisfactory when:
     - learner explains and demonstrates stretching exercises for the lower and upper back
     - learner explains and demonstrates stretching exercises for the legs, shoulders, neck, and arms

3. **Explain safety issues, injuries, and their care.**

   **Learning objectives**
   - What you will learn as you master the competency:
     a. Discuss safety measures including weather, animals, traffic, environment, and other people.
     b. Identify the types of injuries associated with jogging-hiking and their care.

   **Performance Standards**
   - Competence will be demonstrated:
     - by developing health and safety guidelines for jogging and hiking
   - Criteria - Performance will be satisfactory when:
     - learner explains safety measures including weather, animals, traffic, environment, and other people
     - learner identifies the type of injuries associated with jogging-hiking and their care
4. Demonstrate and explain the proper jogging and walking form.

**Learning objectives**

What you will learn as you master the competency:

a. Explain and demonstrate proper foot placement.
b. Explain and demonstrate proper stride.
c. Explain and demonstrate body carriage.

**Performance Standards**

Competence will be demonstrated:

- by performing techniques from a check list

Criteria - Performance will be satisfactory when:

- learner explains and demonstrates the proper foot placement
- learner explains and demonstrates the proper stride
- learner explains and demonstrates proper body carriage

**Types of Instruction**

Classroom Presentation and Demonstration

**Grading Information**

**Grading Rationale**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-Above</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>59%-Below</td>
</tr>
</tbody>
</table>