

BAA Fitness 12

District Name: Coquitlam
District Number: SD #43
Developed by: Martin McDonnell, Jerry Areshenko
Date Developed: Dec 2004
School Name: Terry Fox Secondary, Port Moody Secondary
Principal's Name: Dan Derpak, Karen Jensen
Board/Authority Approval Date: February 22, 2005
Board/Authority Signature:
Course Name: Fitness
Grade Level of Course: 12
Number of Course Credits: 4
Number of Hours of Instruction: 120
Prerequisite(s): Fitness 11 (or permission from the instructor)

Special Training, Facilities or Equipment Required:

It is desirable that teachers be qualified in lift instruction, aerobics training and fitness knowledge and theory. Specific skills could include the appropriate and safe use of universal equipment, free weights (barbells/dumbbells), aerobic steps, exercise balls, skipping ropes, cardio stations, speed and agility equipment (including plyometric apparatus).

Course Synopsis:

Fitness 12 is a course designed to offer students the opportunity to analyse and apply the knowledge gained in Fitness 11. Students will participate in strength, flexibility, agility cardiovascular and speed/ conditioning programs. The course may involve aerobic, team, individual and/or dual sport activities. The students will also have an opportunity to create and design their own programs. The instructor will guide the students to create their own fitness programs that will meet their specific goals and objectives.

Rationale:

This course has been developed to offer students a course on healthy lifestyles and wellness issues. It will serve to direct the student's attention to their current health and activity patterns. The course will provide a program which includes the development of skills in goal setting and decision- making, the latest information on health and fitness, as well as opportunities to engage in purposeful and productive exercise. This course will help students develop a personal plan that is self-motivating and encourages ongoing participation.

Organizational Structure:

Unit/Topic	Title	Time
Topic 1	Fitness Fundamentals: Review and Readiness	10 hours
Topic 2	Fitness Theory	20 hours
Topic 3	Fitness Training	90 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:

Topic 1: Fitness Fundamentals: Review and Readiness Program 10 hours

Students will apply the knowledge gained in Fitness 11 and incorporate proper use of safety procedures in a fitness program. They will practice and apply basic training principles to their specific program.

Units

- **Course content, expectations, and rules.**
- **Proper use and care of exercise apparatus.**
- **Proper facility etiquette.**
- **Proper use of breathing techniques.**

Curriculum Organizers – Fitness Knowledge

It is expected that students will:

- define aerobic and anaerobic training.
- plan and lead appropriate warm-up and cool down activities.

Curriculum Organizers – Fitness Skills

It is expected that students will:

- describe and demonstrate the correct meaning of sets, reps, intensity and duration.
- describe and demonstrate the concepts related to resistance training systems.
- describe and demonstrate overload, progression and specificity training principles.
- describe and demonstrate the fundamental muscle groups and how they function.

Curriculum Organizers – Application of Fitness Knowledge

It is expected that students will:

- demonstrate personal responsibility
- demonstrate safety skills and lifting techniques.
- plan and lead appropriate warm-up and cool down activities.
- demonstrate facility etiquette.
- demonstrate strength training with a variety of equipment.

Topic 2: Fitness Theory

20 hours

In this unit students will cover topics such as

- health related benefits of physical activity (physiological and psychological benefits)
- weight management
- approaches to fitness and lifestyle
- exercise analysis and risk management
- exercise injury, prevention and management
- principals of conditioning
- basic anatomy and physiology of exercise (skeletal and muscular systems)
- nutrition (including the importance of proper hydration)
- body composition (including eating disorders)
- energy systems
- program design and workout development
- Supplements and performance enhancing drugs

Units

- **Strength training.**
- **Aerobic/Cardiovascular training.**
- **Abdominal strengthening.**
- **Training principles.**

Curriculum Organizers – Fitness Knowledge

It is expected that students will:

- define and calculate target heart rates.
- calculate and define resting heart rate.
- calculate and define maximal heart rate.
- calculate and define recovery heart rate.
- define the terms aerobic & anaerobic
- distinguish what is an acceptable percent body fat figure.
- describe effects of being overweight (physiological and psychological).
- discuss relation of caloric intake and expenditure and the effects of nutrition on performance.
- describe safe and effective weight loss/gain procedures.
- demonstrate increased body awareness and self confidence.
- define Anorexia Nervosa and Bulimia.

Curriculum Organizers – Fitness Skills

It is expected that students will:

- compare muscular strength and endurance.
- compare aerobic capacity and endurance.
- analyze and explain the effects of Weight Training on the body.
- analyze and explain the effects of Aerobic/Cardiovascular training on the body.

Curriculum Organizers – Application of Fitness Knowledge

It is expected that students will:

- demonstrate an understanding of the principles of a proper warm-up and cool down.
- demonstrate the principles of basic stretching for each major muscle group.
- demonstrate an understanding of the ill effects of drugs on the athlete's body.
- demonstrate an understanding of the Progressive Overload Principle.
- demonstrate an understanding of the All or None Principle.
- demonstrate an understanding of the F.I.T.T. Principle and the Principle of Specificity.

Topic 3: Fitness Training

90 hours

This topic will include students applying training principles through activities such as aerobics, cross training, jogging, weight training, swimming, group exercise activities, muscular strength and endurance exercises, flexibility exercises and speed and agility training (plyometrics).

Curriculum Organizers – Application of Fitness Knowledge

It is expected that students will:

- Differentiate between aerobic and anaerobic exercise.
- calculate and interpret their resting and target heart rates.
- calculate and interpret their maximal and recovery heart rates.
- define the five components of fitness.
- calculate and compare their percent body fat to prescribed norms.
- apply the principles of a proper warm-up and cool down.
- apply the principles of basic stretching for each major muscle group.
- apply the Progressive Overload Principle to their training program.
- apply the All or None Principle to their training program.
- apply the Principle of Specificity to their training program.
- apply the F.I.T.T. Principle to their training program.
- determine a one rep maximum for the core lifts.
- participate in a practical assessment of skills learned.
- record journal entries to monitor their individual progress.
- evaluate and revise short term and long term activity goals that will continue to provide personal challenges.
- research the effects of performance-enhancing substances on the physiological and psychological well being of the athlete.

Instructional Component:

- Direct instruction.
- Indirect instruction.

- Student lead demonstrations.
- Journals
- Observations.
- Videotapes.
- Guest instructors.
- Use of technology (internet and computer software)

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work

- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

Newspapers, health publications, computer resources (CD-Rom), fitness magazines, the internet, health promotion agencies and health professionals.

Other resources:

- **Books**

CFES Fitness Knowledge Course Manual, Canadian Fitness Educational Services Ltd. 2001

Bigger Faster Stronger, Greg Shepard, EdD, United Graphics, 2004

CFES introduction to Weight training, Canadian Fitness Educational Services Ltd. 2000

The New Fit or Fat, Covert Bailey, Boston: Houghton Mifflin Company Ltd. 1991

Optimum sports Nutrition: Your Competitive Edge. Michael Colgan, New York: Bantam Books, 1995

Complete Guide to Vitamins Minerals and Supplements, Tucson: Fisher Books, 1988.

Ultimate Sports Nutrition: A Scientific Approach to Peak Athletic Performance. Chicago: Contemporary Books, 1987

Fitness and Your Health, Palo Alto: Bull Publishing Company, 1993

Sport, Exercise and You. Perry Johnson, Wynn Updyke, Maryellen Stolberg and Donald Stolberg. New York: Holt, Rinehart and Winston, 1975

- **Video Resources**

BFS (Bigger, Faster, Stronger) Video Library, www.biggerfasterstronger.com

High-Powered Plyometrics, www.humankinetics.com

Drills for Speed, Agility, and Quickness, www.humankinetics.com

Additional Information:

This course has been offered in the School District since the early 1990s. The secondary schools currently offering this course have the resources and personnel in place.