


BAA Fitness 11

District Name: Coquitlam
District Number: SD #43
Developed by: Vern Fedorak
Date Developed: March 2004
School Name: Terry Fox Secondary
Principal's Name: Dan Derpak

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature: 

Course Name: Fitness

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): None

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, and speed and agility equipment.

Course Synopsis:

Fitness 11 is a course designed to offer students the opportunity to develop the knowledge and to participate in strength, flexibility, agility and cardiovascular conditioning programs. 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 promote and develop knowledge and awareness of the benefits of a lifelong exercise program. It also provides the requisite skills and theory necessary to make fitness training a lifestyle for healthy living.

Organizational Structure:

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

Unit/Topic/Module Descriptions:**Topic 1: Orientation: Readiness Program****10 hours**

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

Curriculum Organizers

- **Course content, expectations, and rules.**
 - Proper use of exercise equipment.**
 - Proper use of spotters.**
- **Proper use of breathing techniques.**

Learning Outcomes

It is expected that students will:

- demonstrate proper exercise technique.
- plan and lead appropriate warm-up and cool down activities.
- 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 the difference between major and minor exercises.
- describe and demonstrate the fundamental muscle groups and how they function.
- participate in a practical assessment of skills learned.

Topic 2: Fitness Theory

20 hours

In this unit students will cover topics such as

- health related benefits of physical activity
- approaches to fitness and lifestyle
- exercise analysis and risk management
- exercise injury, prevention and management
- principals of conditioning
- skeletal and muscular system
- nutrition
- body composition
- energy systems
- program planning and workout development

Curriculum Organizers

Strength training.

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

Learning Outcomes

It is expected that students will:

- analyze and explain the effects of Weight Training on the body.
- analyze and explain the effects of Aerobic/Cardiovascular training on the body.
- compare muscular strength and endurance.
- compare aerobic capacity and endurance.
- 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 term aerobic.
- demonstrate an understanding of the principles of a proper warm-up and cool down.
- demonstrate an understanding of the principles of basic stretching for each major muscle group.
- distinguish what is an acceptable percent body fat figure.
- demonstrate an understanding of the Progressive Overload Principle.
- demonstrate an understanding of the All or None Principle.
- demonstrate an understanding of the Principle of Specificity.
- demonstrate an understanding of the F.I.T.T. Principle
- participate in a practical assessment of skills learned.

Topic 3: Fitness Training

90 hours

Curriculum Organizer

- Application of training principles through activities such as cross training, jogging, weight training, swimming, group exercise activities, muscular strength and endurance exercises, flexibility exercises, rope activities and circuit training.

Learning Outcomes for each activity

It is expected that students will:

- calculate and interpret their target heart rates.
- calculate and interpret their resting heart rate.
- calculate and interpret their-maximal heart rate.
- calculate and interpret their recovery heart rate.
- 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.
- participate in a practical assessment of skills learned.
- record journal entries to monitor their individual progress.

Instructional Component:

- Direct instruction.
- Indirect instruction.
- Student lead demonstrations.
- Journals
- Observations.
- Videotapes.
- Guest instructors.

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:

- **Books**

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

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

- **Video Resources**

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

High-Powered Plyometrics, www.himiankinetics.cOm

Drills for Speed, Agility, and Quickness, www.humankmatics.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.