

**BAA [ Course Name and Grade Level ] Framework**

**District Name:** Abbotsford

YPFT 12

**District Number:** 34

**Developed by:** Kate Ayotte

**Date Developed:** January 2002

**School Name:** Yale Secondary

**Principal's Name:** Bruce Nicholson

**Board/Authority Approval Date:** APR - 5 2004

**Board/Authority Signature:**

**Course Name:** Personal Fitness

**Grade Level of Course:** 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

Teacher should have a Physical Education degree with knowledge of anatomy and physiology. A fitness instructor certificate would be helpful, as well as nutritional knowledge. Teacher should have the BCRPA Level 1 and 11 Strength Training Instructor certification.

Facilities: gymnasium, weight room

Equipment: Weight lifting equipment, free weights, steps (step aerobics) exercise balls.

**Course Synopsis:**

This course has been developed to encourage senior students to improve their health and fitness through exercise and knowledge about healthy living and nutrition. Students will take part in various aerobic and anaerobic activities such as STEP aerobics, circuit training, weight lifting. Students will be responsible for setting fitness/health goals, charting their fitness improvements, as well as creating their own fitness program. Also nutritional aspects such as healthy weight loss and eating will be presented. As a culmination, students will present the achievement of their goals and propose future goals. Students will then be given the opportunity to self as well as peer evaluate during this course. Students in Personal Fitness 12 will take the BCRPA Fitness Theory and Strength Training Course; at the end of this course, students will be asked to develop a one-year strength training and cardiovascular program for

themselves and another student in the class. Students will be asked to take their classmate through the workout they have come up with as if they were a client.

**Rationale:**

This course has been developed to meet the needs of the population of our school who wish to get fit, yet are not attracted to team or dual sports offered in the regular Physical Education curriculum. Students will get exposure to lifetime fitness pursuits and will be encouraged to continue these activities in the community upon leaving school. Students will be able to plan and achieve their own fitness goals. They will also become more knowledgeable about their own health and nutrition, which they will be able to pass onto their potential future families.

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	Anatomy and Exercise Physiology	15
Unit 2	Strength Training and Aerobic Exercise	80
Unit 3	Nutrition and Diet Basics	10
Unit 4	Community Recreation Exposure	5
Unit 5	Physical Evaluation	10
<b>Total Hours</b>		120

**Unit/Topic/Module Descriptions:**

**Unit 1: Anatomy and Exercise Physiology**

**Time: 15 hours**

**Curriculum Organizers - Components of Fitness**

It is expected that students will:

understand the components of fitness.

recognise or define terms relative to cardiovascular fitness, strength acquisition and flexibility.

- identify primary and secondary muscles used in specific exercises.
- identify the origin and insertion of the prime movers, as well as the synergist muscles.

**Curriculum Organizers – Fitness Pre-test**

It is expected that students will:

•participate in various pre fitness tests to determine entry fitness levels.

•appreciate the need for individual improvement in certain areas of fitness and set goals to meet these needs.

▪ put a classmate through a pre fitness test, Par-Q questionnaire, and dietary questionnaire to determine their entry fitness level.

**Unit 2: Strength Training and Aerobic Exercise**

**Time: 80 hours**

**Curriculum Organizers – Weight Lifting**

It is expected that students will:

•demonstrate safe use of weightlifting equipment.

•demonstrate the correct way to spot your partner.

•participate in weightlifting circuits.

•keep a journal to record relevant progress

•take a classmate through a strength training program developed by the student and be able to explain which muscles the exercise is working, along with the origin and insertion of each of these muscles.

**Curriculum Organizers – Aerobic Exercise**

It is expected that students will:

•participate in various aerobic exercise activities, such as STEP aerobics, circuit training, power walking, kayaking, rock climbing and cross-country skiing

•keep track of and stay within their target heart rate

- keep a daily record of their health/wellness in a journal.

**Unit 3: Nutrition and Diet Basics**

**Time: 10 hours**

**Curriculum Organizers - Nutrition and Canada's Food Guide**

It is expected that students will:

- understand the principles of Canada's Food Guide.
- prepare healthy snacks.
- analyse their own current diet to determine weak spots.
- devise a menu which is nutritionally balanced for themselves and another student/client.
- understand commercial food labels.

**Curriculum Organizers – Diet Basics**

It is expected that students will:

- apply knowledge of weight loss when distinguishing between safe and unsafe commercial diets.
- apply knowledge of the benefits and the side effects of high protein vs. high carbohydrate diets.

**Unit 4: Community Recreation Exposure Time: 5 hours**

**Curriculum Organizers – Community Recreation Exposure**

It is expected that students will:

- visit various community venues to experience fitness activities such as spinning, water aerobics, water running, etc.
- experience guest presentations from fitness club staff (personal trainers, dieticians)

**Unit 5: Physical Evaluation**

**Time: 5 hours**

**Curriculum Organizers - Post fitness Evaluations**

It is expected that students will:

- experience various fitness evaluations.
- show improvement in fitness.
- analyze their training improvements and make new long term goals for fitness.
- hand in a one-year fitness program for themselves and another student/client and take that student through their program and instruct them as they would a client if they were a personal trainer; apply knowledge of muscles worked, and the origin and insertion of these muscles.

**Instructional Component:**

- direct instruction
- indirect instruction
- interactive instruction
- modelling
- practical creativity
- group work
- videotape
  - peer analysis
- brainstorming

**Assessment Component:**

- 60% of their grade will be based on affective evaluation – both personal and teacher-based. Students will receive daily participation marks, as well as evaluate themselves.
- 15 – 20% of their grade will be based on cognitive evaluation from theory work. This will be done with written tests and projects.
- 10 – 15% of their grade will be based on fitness, as determined by pre and post fitness tests.
- 10% of their grade will be based on their reflective journals.

Type of Assessment	Category	Details	Weighting (%)
Formative (80%)	Daily Assessment	Participation mark out of 5	40

Formative	Self-Rating Scale	Log Book rating	5
Formative	Quizzes	End of units 1 and 3	5
Formative	Projects	During units 1 and 3	10
Summative (20%)	Fitness Assessment	Pre-Post difference	10
Summative	Goal Setting/Journal	Journal	5
Summative	Fitness Program	Individual Program (one-year)	10
Summative	Fitness Program	Personal Training Program for a 'client'	15
		Total	100%

**Learning Resources:**

- videos
- current fitness/health journals
- "*Fit or Fat Woman*" by Covert Bailey
- various fitness videos
- Visits to Recreational facilities
- Internet diet analysis website

**Additional Information:**

This course has been in place in the district since 1995. It offers an invaluable opportunity for senior students to stay fit and healthy. Also, by introducing them to activities they can do when they get out of school, students are encouraged to stay healthy after graduation. The use of diet analysis is also paramount to wellness education.

By doing the BCRPA course for strength training and fitness theory, students will be able to pursue a career in the fitness field when they graduate from high school as personal trainers or group fitness instructors; the course is also a good introduction for those students interested in pursuing a career as a nutritionist.