BAA [Strength & Conditioning 10] Framework

District Name:	Abbotsford
District Number:	034
Developed by:	Billy Wilms
Date Developed:	2004
School Name:	Yale Secondary
Principal's Name:	Glen Roger
Board/Authority Approval Date:	MAR - 7 2005
Board/Authority Signature:	
Course Name:	Strength and Conditioning 10
Grade Level of Course:	10
Number of Course Credits:	4
Number of Hours of Instruction:	120
Prerequisite(s):	Physical Education 9

Special Training, Facilities or Equipment Required:
Human Kinetics degree with knowledge of anatomy, physiology and components of fitness. A fitness instructor certificate would be helpful as well as nutritional knowledge.

Facilities: Gymnasium, weight room, ice arena

Equipment: Weight lifting equipment, free weights, exercise balls, fitness ladders, video camera, reaction balls, medicine balls.

Course Synopsis:
The students will first be introduced to the basic structure of anatomy. In addition, they will learn the components of fitness. As this course will be a pre-req for Strength and Conditioning 11, students will gain skills that will lead to further development in Gr 11. Students will learn the basics of a personalized fitness program and self-reflection journals will be pivotal. Students will be mentored by Grade 11 students as to the maintenance of their program. Furthermore, the on-ice component of the Yale Hockey Program will cover the conditioning component of the course.

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Rationale:
Peak fitness and strength development is a key component for high performing athletes. Grade 10 students need to learn how to safely, and efficiently increase and maintain top physical performance. The Strength and Conditioning 11 course places a heavier emphasis on strength development and the acquisition of muscle mass, while this course aims to introduce kids to the importance of a fitness program and how to make a positive impact on developing a healthy lifestyle. By the end of the course, students will gain an appreciation for the skills necessary to accelerate their fitness to a higher level. (Strength & Conditioning 11) These students will have the privilege and opportunity to learn from a variety of health professionals and exercise physiologists. All data obtained from fitness and strength assessments will be compared to a National average. Student projects will be assigned according to the learning style of each student..

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Anatomy and Physiology	8 hours
Unit 2	Performance Nutrition	10 hours
Unit 3	Components of Fitness	10 hours
Unit 4	Program Design/ Goal setting	10 hours
Unit 5	Strength and Conditioning Training	82 hours
	Total Hours	120 hours

Unit/Topic/Module Descriptions:

Unit 1: Anatomy and Physiology
Curriculum Organizers and Learning Outcomes :
It is expected that students will:
- Describe the basic anatomy of the skeletal, and muscular systems
- Apply knowledge of skeletal and muscular system to personal fitness training

Unit 2: Performance Nutrition
Curriculum Organizers and Learning Outcomes:
It is expected that students will:
- Understand the importance of a diet in a successful training program.
- Understand the negative health effects of a diet that is high in fat and sugar and (North American Diet)
- Define Hydrogenated Oils and other trans fats

- Identify the components of high performance diet.
- Understand that a healthy diet is not a diet but a lifestyle

Unit 3: Components of Fitness
Curriculum Organizers and Learning Outcomes:
It is expected that students will:
- Understand the components of fitness
- Recognize terms that relate to cardiovascular fitness, muscular strength, and flexibility

Unit 4: Program Design/ Goal Setting
Curriculum Organizers and Learning Outcomes:
It is expected that students will:
- Perform the exercises of a fitness program as laid out by fitness instructor
- Learn the key components of a personal fitness program

Unit 5: Strength and Conditioning Training
Curriculum Organizers and Learning Outcomes:
It is expected that students will:
- Demonstrate a positive attitude towards physical fitness
- Demonstrate ability to maintain regular performance of personalized fitness program
- Demonstrate ability to perform exercises that deal with Speed, Agility, Quickness, and Power. (SAQP's)
- Demonstrate an increased level of strength and fitness
- Engage in safe and respectful weightroom behavior including spotting and positive encouragement
- Document all exercises performed

Instructional Component:
The Students in this class will be introduced to the 5 components of fitness within a classroom setting. Instruction of all theory will be through classroom discussions, direct instruction, peer instruction, and group activities. Guest lecturers, such as exercise physiologists and nutritionists, will be brought in to provide instruction, insight and past experiences through their area of expertise. Internet sites will be used in class, through the projector, to show students the physiological makeup of core muscle groups as well as in sport injury management.

Assessment Component:
Student's letter grades will be based on their ability to demonstrate completion of learning outcomes. All assessment and evaluation will be criteria based.

-15% of their grade will be based on affective evaluation – both personal and teacher-based. Students will receive daily participation marks, and they will also evaluate themselves

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-30% of their grade will be based on their fitness journals, which document exercises performed
-40% of their grade will be based on cognitive evaluation from theory work. This will be done with written tests, quizzes and projects.
-15% of their grade will be based on fitness, as determined by 3 fitness tests. One in September, December, and in May.

Formative:

Daily Assessment on SAQ's -	Participation out of 4
Self Rating Scale -	Out of 4
Quizzes -	At the end of Unit 1, 2, and 3
Projects; individual/ pair/ group -	During Units 1 and 2. • Students will complete a wide variety of projects that stretch across multiple intelligences

Summative:

Fitness Assessment	September, December, and May
Fitness Journal	Journal mark
Unit Tests	During Units 1 and 2

Learning Resources:

Performance – by Peter Twist

Sleep, the Athlete, and Performance. Strength and Conditioning Journal 24 (2), 17-24

Benaroot, D. Nutrition for Serious Athletes.

Cavelari, F. (2003) Potential Within: A Guide to Nutritional Empowerment.

Colgan, M. (2002) Sports Nutrition Guide: Minerals, Vitamins & Antioxidants for Athletes.

Canada Food Guide (2004) Health Canada

Tortora. Principles of Anatomy and Physiology

Additional Information: