

# BAA [ Course Name and Grade Level ] Framework

Y9CD II

**District Name:** Abbotsford

Feb 23, 2004

**District Number:** 34

**Developed by:** Greg Byron

**Date Developed:** 1998

**School Name:** Rick Hansen

**Principal s Name:** Jinder Sarowa

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

**Board/Authority Signature:**

**Course Name:** Strength and Conditioning 11

**Grade Level of Course:** 11

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** Physical Education 10

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

Physical Education 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, track

Equipment: Weight lifting equipment, free weights, exercise balls, skipping rope, video camera

## **Course Synopsis:**

The students will first gain a base knowledge in the theory of physical fitness and all its components. Students will then apply this cognitive knowledge to the physical implementation of training programs. Students will be required to set goals and document all exercise through journal taking. Self reflection will be a key component of the course as students will have to evaluate and assess different training principles as they apply to their fitness regimen.

**Rationale:**

Peak fitness is a goal of a small percentage of highly driven individuals. These individuals want to push themselves to their physical limits and beyond. In order for people to push themselves beyond their limits, a sound knowledge in training principles is needed. Strength and Conditioning 11 takes fitness to the next level, giving the student both a cognitive and physical base for peak fitness.

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	Anatomy and Exercise Physiology	10 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	80 hours
<b>Total Hours</b>		120 hours

**Unit/Topic/Module Descriptions:****Unit 1: Anatomy and Exercise Physiology****Time: 10 hours**

Curriculum Organizers and Learning Outcomes:

It is expected that students will:

- describe the basic structure of the human anatomy and physiology
- demonstrate the knowledge of, and the ability to apply, basic muscle development principles and their modifications involved in weight training

**Unit 2: Performance Nutrition****Time: 10 hours**

Curriculum Organizers and Learning Outcomes:

It is expected that students will:

- understand the importance of diet in a successful training program
- be able to analyze and distinguish between the different components of a healthy diet
- analyze and describe different supplements and ergogenic aids as they apply to training
- Demonstrate the ability to modify their diet to enhance the training effect

**Unit 3: Components of Fitness****Time: 10 hours**

Curriculum Organizers and Learning Outcomes:

It is expected that students will:

- understand the components of fitness
- recognize or define terms relate to cardiovascular fitness, strength acquisition and flexibility
- identify primary and secondary muscles used in specific exercises

**Unit 4: Program Design/goal Setting****Time: 10 hours**

Curriculum Organizers and Learning Outcomes:

It is expected that students will:

- Understand what the components are of a successful strength and conditioning program
- Understand training methods (circuit training, general body workout, flexibility, plyometrics, resistance training, anaerobic and running) and their effecting results on one s body
- Be able to develop fitness programs
- Understand how to set realistic short term and long term training goals
- Demonstrate pros and cons of different weight training programs and practices

## Unit 5: Strength and Conditioning Training

Time: 80 hours

### Curriculum Organizers and Learning Outcomes

It is expected that students will:

- Apply their cognitive knowledge to physical training practices
- Demonstrate a positive attitude towards physical fitness
- Demonstrate the terminology used in weight training
- Demonstrate proper lifting techniques
- Have an increased level of strength
- Document and evaluate all exercise performed
- Proper stretching techniques as they apply to performance training
- Engage in safe and respectful weightroom behaviour including spotting and positive encouragement

### Instructional Component:

The students will gain a sound cognitive framework before any practical component of exercise Training begins. Instruction will be through active learning, direct instruction, group activities, Self reflection, journaling, and peer instruction. The teacher will act as mentor in sharing his or Her experiences in competition and what works for them in preparing for competition. Guest Presenters will also be used to share their knowledge in regards to training principles. Articles will be analysed and discussed about current fitness and nutrition trends

### Assessment Component:

Students letter grades will be based on their ability to demonstrate completion of learning Outcomes. All assessment and evaluation will be criteria based.

- 10% 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
- 20% of their mark will be based on ability to meet learning outcomes in regards to weightroom safety, cooperation, proper use of fitness equipment, stretching and lifting techniques
- 30% of their grade will be based on cognitive evaluation from theory work. This will be done with written tests and projects
- 25% of their grade will be based on their reflective journals
- 15% of their grade will be based on fitness, as determined by pre and post fitness tests

#### Formative

Daily Assessment -	will be a participation out of 5
Self Rating Scale -	log book rating
Quizzes -	One at end of Units 1 and 2
Projects -	During Unit 3 (Program Design)

#### Summative

Fitness Assessment	Pre-Post difference
Goal Setting/Journal	Journal mark

### Learning Resources:

Performance — by Peter Twist

Current Strength and Conditioning Articles

**Additional Information:**

This course was started in 1998 at Rick Hansen Secondary. It has given the opportunity for many students to further their fitness and athletic development. Many students who took this course were inspired to become kinesiology majors at college and university. Many students also continue to train pursue their goal of life long fitness using the principles learned in this course.

**Strength and Conditioning 11 - Rubric****Rationale:**

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A pre-test will be performed before beginning unit 5 (pre-test will be local resource dependant, but could include a max 2 rep bench press, max 3 rep leg press, and max 2 rep pulldown). A post-test will be performed upon completion of unit 5 using the same tests as pre-test.

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Journal mark