

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

**District Name:** Abbotsford

**District Number:** 34

**Developed by:** Bonnie MacKenzie / Carlton Haak / Paula Thompson

**Date Developed:** September 1997

**School Name:** Rick Hansen Secondary

**Principal's Name:** Jinder Sarowa

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

**Board/Authority Signature:**

**Course Name:** Superfit P.E.

**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:**

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.

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.



- devise a menu which is nutritionally balanced.
- 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.

### Unit 4: Cross Training and Community Recreation Exposure      Time: 10 hours

#### Curriculum Organizers - Cross Training

It is expected that students will:

- develop knowledge and skill in cardiovascular cross-training activities such as mountain/road biking, swimming, skating, and yoga.

#### 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.

### 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.

#### 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	10
Formative	Quizzes	End of units 1 and 3	10
Formative	Projects	During units 1 and 3	20
Summative (20%)	Fitness Assessment	Pre-Post difference	10
Summative	Goal Setting/Journal	Journal	10
		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.