

BAA Course Superfit 12

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District Name: Abbotsford

District Number: SD #34

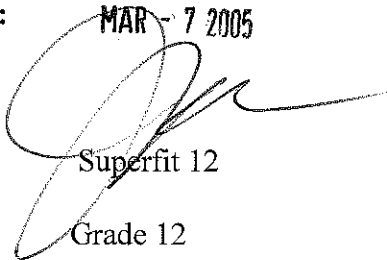
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Date Developed: August 1995
Redeveloped for Semester System – December 2004

School Name: Abbotsford Senior Secondary

Principal's Name: Bruce Nicholson

Board/Authority Approval Date: MAR 7 2005

Board/Authority Signature: 

Course Name: Superfit 12

Grade Level of Course: Grade 12

Number of Course Credits: 4

Number of Hours of Instruction: 80

Prerequisite(s): None

Special Training, Facilities or Equipment Required

Instructors must be Physical Education specialists (preferably Certified Fitness Trainers) with knowledge and experience in Fitness Training for cardiovascular and weight training activities. A class set of STEP equipment, hand weights, individual mats, skipping ropes, boxercise equipment, 15 – 25 Body Bars, and music CD's and videos for various group exercise classes.

Course Synopsis:

This course has been developed to provide knowledge and develop activities that promote *long-term* health maintenance. . Much of the learning experience is cross-curricular and technology-integrated.

In Superfit 12, students will be formulating long-term goals through knowledge and class activities. Students will be participating in kinesiology-related lab work comparing various activities for potential long term (life long) participation. Students will apply advanced knowledge about physiological and psychological factors resulting from their participation in specific activities. Students will appreciate the factors that improve life-long health and fitness goals.

In addition to creating a fitness program, students will apply the five factors of wellness to their individual situation and suggest ways to improve in these areas. In the area of nutrition, students will investigate various diseases that are diet-related or can be improved with dietary changes. Contemporary issues impacting the health industry will be analyzed to promote personal awareness and safety.

As future consumers, students will assess community facilities based on cost, facilities and program offerings. Career and business opportunities in the area of Health and Wellness will be

investigated and analyzed for growth potential and employment possibility for the future. Personal involvement and development will be documented and evaluated using assessment tools. Increased weighting will be placed upon personal improvements in goal areas, demonstrated skills acquisition and collaboration skills during teamwork projects.

Rationale:

Successful students will have exposure to knowledge, life-long skills and commitment necessary to ensure long-term health maintenance. Leadership development, health-related career and business opportunities will be studied in terms of job potential in and outside of our community.

Organizational Structure:

Unit	Title	Time
Unit 1	Fitness Evaluation and Orientation	15 hours
Unit 2	Cardiovascular Training	20 hours
Unit 3	Strength Training and Program Development	30 hours
Unit 4	Lifestyle Analysis and Activity Development	20 hours
Unit 5	Community Facilities Orientation and Evaluation	10 hours

Unit Descriptions:

Unit 1: Fitness Evaluation and Orientation

Time: 15 hours

In this unit, students will be evaluated in areas of fitness. They will become familiar with the theory and technique involved in fitness development when evaluating their own level of fitness, classroom instruction and activity-based labs. This will provide a baseline for demonstrated individual improvements and goal achievements. Students will be evaluated in the areas of cardiovascular endurance, flexibility, abdominal endurance and upper body strength. Optional body measurements using a tape measure will take place.

Concepts such as *"what are the components of health versus fitness?"* And *"what areas do I need to improve upon to experience the benefits of physical fitness and how can I do it?"*

Curriculum Organizer – Social and Cultural Issues

It is expected that students will:

- develop a personal commitment to the goals of the course
- appreciate the individual differences (interests and abilities) of others within the class

Curriculum Organizer – Application and Analysis

It is expected that students will:

- apply knowledge of safety when using classroom equipment

- apply the knowledge of fitness and nutritional development when creating their own plan for improvement
- determine 'safe' weight control strategies

Curriculum Organizer – Technology

It is expected that students will:

- use search tools when researching the internet on nutrition, diets and exercise myths
- create a group presentation on a topic listed above using visual and written aids

Unit Descriptions:**Unit 2: Cardiovascular Training**

Time 20 hours

Students will participate in three (10 hours each) endurance-related exercises and skills in order to develop personal improvement. They will participate in STEP, interval training using hand weights and body bars, running and cardiovascular games. Teachers must be skilled at leading these forms of exercise and possess enthusiasm and energy in each class. Developing a positive attitude amongst students is the key to the success of the class. Students will develop skills and knowledge in *Fitness Instruction* and will lead a section of a group activity class.

Cardiovascular Training - Social and Cultural Issues

It is expected that the student will:

- identify and assess the factors that affect individual fitness capabilities
- apply knowledge of team member strengths when creating and leading an exercise segment.
- assist students requiring aid while participating in various activities.

Monitoring and Developing Personal Growth – Application

It is expected that the student will:

- demonstrate an appreciation of fitness development through regular attendance, individual effort and a positive attitude toward the activity
- apply techniques learned when performing cardiovascular skills
- use data collected during class when preparing their training unit Training Impulse (Trimp) scores.

Fitness Leadership – Create

It is expected that the student will:

- critically evaluate a fitness group exercise session in terms of technique, interest and effectiveness.
- use effective communication and teamwork skills on problem or inquiry-based projects

Safety and Consumer Awareness – Technology

Students will be expected to:

- discriminate between effective and ineffective (unsafe) exercises and/or routines as presented in video
- research the web for valid, scientific evidence to evaluate the effectiveness of cardiovascular exercise
- use internet research and design an exercise program that is suitable for a patient with heart disease, obesity, or diabetes

Unit 3: Strength Training**Time:** 30 hours

Students will be trained in more advanced theory and techniques involved in strength development and will participate in programs aimed at individual sport specific or fitness needs. These include circuit training, Supercircuit, split set and pyramid-oriented programs. Throughout the unit – students will evaluate their own performances through assessment and journal writing.

Weight Training – Application*It is expected that the student will:*

- apply knowledge of safety and advanced techniques when weight training
- apply knowledge of program design within a personal weight program
- demonstrates knowledge of continuity and effort as important factors for success through regular attendance and a strong work ethic

Training Styles – Synthesis*It is expected that the student will:*

- critically evaluate program styles in terms of exercise myths, safety factors and validity.
- Create a presentation discussing high school participation rates and knowledge about weight training within the school and/or community or outside the community. (Problem or Inquiry-based project)

Training Awareness Project – Technology*It is expected that the student will:*

- increase their awareness of optional forms of technology used for exercise development when visiting community fitness facilities
- follow individual fitness progress using an Excel spreadsheet
- apply knowledge of internet search skills, data processing and use of presentation software when preparing project results. (Survey: Analysis of High School Weight Training Participation)

Unit Descriptions:**Unit 4: Lifestyle Analysis and Activity Development** **Time:** 20 hours

Students will participate in two activities based on interest, fitness value and accessibility. Students will experience introductory or advanced training from qualified instructors incorporating individual skill and knowledge assessment. Improving personal wellness will be studied and students will begin to develop a personal exercise ‘profile’ for lifelong activity options. (Pilates, Yoga, Karate, Judo (self-defense aspects))

Alternative Training Disciplines: Application*It is expected that the student will:*

- Significantly advance individual knowledge and skills base in two activities.
- Recall terminology related to the individual training areas.
- Appreciate the physical and psychological benefits of cross training

Lifestyle Activity Choices: Analysis and Synthesis

It is expected that the student will:

- Prepare a 'personal profile' of lifelong activity choices based on journals, research and training.
- Analyze training programs of world-class athletes as examples of results-based programs.
- Based on research and program analysis, suggest ways to improve activity participation rates in young teens

Technology-Integrated Applications

It is expected that the student will:

- Create a survey based on retrieving information on factors influencing school-wide participation in P.E.
- Design an (Excel) database that traces participation rates in elementary vs. high school students.
- Compare survey results Inter-Provincially or internationally using electronic communication tools. (Outlook, school web sites, video-conferencing)

Unit 5: Community Facilities Orientation and Evaluation Time: 10 hours

Students will visit community recreation and fitness-related facilities to further promote the appreciation and enjoyment of life-long activity. The student will be able to analyze the factors that promote individual commitment to the facility - as well as create a favorable financial business environment.

Community Fitness Facilities – Application and Analysis

It is expected that the student will:

- Apply advanced knowledge in the operation and handling of weight and cardio equipment when visiting a new fitness facility
- Analyze the facility based on the factors related to consumer expectations.
- Retrieve information on training, job environment and salary of on-site professionals.
- Predict business potential in the Health-related industry.

Community and Careers 'Creation' –Technology-integrated Activity

It is expected that the student will:

- Determine the factors influencing job environments following an analysis of fitness facility locations.
- Create a list of the factors that contribute to an 'ideal' fitness facility and provide evidence or other resources that support your ideas.
- **Extension: Design the 'Ultimate Fitness Facility'** – include programming, facility design, staffing and a general budget that would establish a healthy business.

Needed Tools for the project include internet research, observation, survey, budgeting software, and presentation software.

Curriculum Organizer – Social and Cultural Issues

It is expected that the students will:

- Appreciate the factors influencing individual commitment levels to fitness facilities while considering the 'ideal' fitness facility.

- Discuss methods that would enable individuals of various cultural and ethnic backgrounds to increase participation rates in community and private fitness and/or recreational programs

Instructional Components:

- direct instruction
- interactive instruction
- modeling
- project-based (constructivist) learning
- technology applications within project design
- analysis of program designs

Provincial P.E. 12 Curriculum Standards met within the Course found at
http://www.bced.gov.bc.ca/irp/pe11_12/petoc.htm

1. Active Health

- design, evaluate, and monitor plans for a balanced, healthy lifestyle, taking into consideration factors that affect the choice of physical activity, including:
 - age
 - gender
 - culture
 - environment
 - body-image perceptions
- analyze and design plans for stress management and relaxation
- evaluate, monitor, and adapt plans for exercise programs for themselves and others, applying the principles of training (progression, overload, specificity)
- demonstrate an understanding of physiology and performance modifiers
- demonstrate a willingness to use community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness
- analyze and describe the effect of professional sports role models on the choice of personal lifetime activities

2. Movement

- evaluate, adapt, and apply the elements of movement to selected activities
- improve their personal functional level of competence in a selection of activity-specific motor skills
- analyze and apply problem-solving strategies when planning and leading others in specific activities

3. Personal Behaviors and Safety Practices

- consistently demonstrate safety practices in a variety of activities and environments
- demonstrate the care and prevention of athletic injuries

4. Leadership and Community Involvement

- assess knowledge and skills required for specific careers related to physical activity

Assessment Components:

- Sixty percent (60%) of the grade will be based on participation, effort and attitude demonstrated throughout the course. Since physical development and skill improvements are the results of regular attendance and good effort, this area will receive the bulk of the mark. This mark will reflect the most consistent performance observed within the course; however, recent evidence of achievement (e.g. tested or observed improvements) will receive special consideration.
- Twenty percent (20%) of the grade is based on theory studied in class (tests, assignments, projects). Theory of knowledge as well as skill techniques learned during the course will be included.
- Twenty percent (20%) of the grade is attributed to practical fitness-related test results. In this mark – improvement in achievement on the cardiovascular and strength tests as well as participation in specific fitness classes will be included in grading.

Type of Assessment	Category	Details	Weighting (%)
Formative (60%)	Practical Applications	<i>Weekly: Journal Entries assignments and quizzes, observed participation.</i>	50
	Self-assessment scales	End of Units 1-4	10
Summative (40%)	Final Assessments	Fitness Tests (cardiovascular and strength)	20
		Final Project	20
		Unit Tests	10
		Total	100%

Assessment Components continued:

Performance Methods

- Individually-demonstrated skills and techniques
- Journal logbook submissions
- Project Development and presentation
- Fitness Performance tests
- Cross training (lifelong activity) skills development

Personal Communication

- Group collaborative activities
- Conferencing
- Logbook reflection
- Self-assessment
- Peer evaluation

Other Assessment Tools

- Daily participation evaluation
- Rubrics
- Rating scales

References

B.C. Education – Physical Education Integrated Resource Package. Retrieved January 10, 2005 from http://www.bced.gov.bc.ca/irp/pe11_12/petoc.htm

Ewert, D.(1995) Superfit 11 Curriculum.