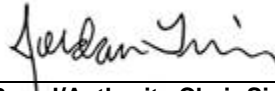


Board/Authority Authorized Course Framework

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| School District/Independent School Authority Name: Surrey | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD36 |
| Developed by: Shawn Klein and Tanner Wellington | Date Developed: April 2, 2018 |
| School Name: Queen Elizabeth Secondary | Principal's Name: Graham Magnusson |
| Superintendent Approval Date (for School Districts only): April 6, 2018 | Superintendent Signature (for School Districts only)  |
| Board/Authority Approval Date: June 20, 2018 | Board/Authority Chair Signature: |
| Course Name: Fitness & Healthy Lifestyles 10 | Grade Level of Course 10 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 120 |

Special Training, Facilities or Equipment Required:

Gymnasium, Weight Room & Outdoor Spaces

Course Synopsis:

This course is designed to further students' study of health information, goal setting, fitness training, fitness testing and the connection to the community.

Goals and Rationale:

Sedentary lifestyles combined with poor nutrition habits are contributing to a generation of adolescents who are less active, less motivated to take part in active pursuits, less physically fit and more overweight. Fitness and Healthy Lifestyles 10 (FHL10) is designed to provide students with opportunities, beyond Physical and Health Education 10, to achieve improved levels of health

knowledge and intrinsic motivation to be more active. FHL 10 combines personal awareness of an individual's current level of health and fitness with increased knowledge and skills to improve overall health. Students will be provided the opportunity to attain a greater understanding of health and the effects of lifestyle choices while in a safe environment to work towards personal goals for an improved level of physical fitness.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Physical fitness supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Becoming physically and mentally fit involves learning from mentors and peers as well as those we lead.
- Physical fitness and learning is holistic, reflexive, reflective, experiential and relational.
- Physical fitness requires exploration of one's identity, philosophy and ethics.
- Becoming a physically fit individual involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in Get Fit 10. Becoming physically fit is separable from connectedness and relationships, specifically:

- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement
- The role of the teacher (leader or peer)
- Local focus

BIG IDEAS

Physical activity through fitness can be an important part of overall health and well-being.

Personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.

Knowing how our bodies move and function helps us to **stay safe** during exercise.

Following proper training techniques can help us to reach our health and fitness goals.

Lifestyle choices can affect our overall health and **fitness goals**.

Learning Standards

| Curricular Competencies | Content |
|---|---|
| <p><i>Students are expected to do the following:</i></p> <p>Physical Literacy</p> <ul style="list-style-type: none"> • Refine and apply movement skills to fitness activities and environments • Apply and refine a variety of fitness concepts and strategies • Apply methods of monitoring and adjusting exertion levels in physical activity • Demonstrate safety and leadership in movement and fitness activities • Identify and participate in preferred types of movement and fitness activities <p>Healthy and Active Living</p> <ul style="list-style-type: none"> • Participate in fitness activities designed to enhance and maintain one’s health • Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities • Plan ways to overcome potential barriers that affect participation in physical activities | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Principles of physical fitness and personal fitness • Lifelong goals and fitness goal relationships • The Activity Pyramid • Exercise safety and etiquette <ul style="list-style-type: none"> ○ Breathing ○ Proper use of equipment and facilities ○ Spotting and working out with a partner ○ Injury prevention and rehabilitation • Nutritional requirements and the Food Pyramid • Calorie In and Calorie Out relationship • Nutritional planning specific to activity levels and intensity • Body weight specific training • Connecting perceived exertions levels to heart rate and monitoring |

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| <ul style="list-style-type: none"> • Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress • Analyze how lifestyle decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals <p>Human Anatomy and Physiology</p> <ul style="list-style-type: none"> • Identify and describe how muscles produce movement in different parts of the body and how to train those muscles • Identify and describe the influences of different training styles on fitness results <p>Social and Community Health</p> <ul style="list-style-type: none"> • Create strategies for promoting the health and mental well-being of the school and community • Critically analyze the impacts of technology and other factors on individual and community health <p>Mental Well-Being</p> <ul style="list-style-type: none"> • Evaluate and explain strategies for promoting mental well-being, and explore issues related to substance use • Explore and describe factors that shape personal identities, including social and cultural factors • Describe the relationship between physical activities, mental well-being, and overall health | <ul style="list-style-type: none"> • Identify the relationship and describe application of anaerobic and aerobic training • Personalized exercise planning and implementation • The types and role of fitness testing • Testing and adapting training to specific activity and intensity • Major musculoskeletal system and basic movement • Contraction and relaxation stages of the muscles • Application of single plane and multi-plane resistance training • Application of Range of Motion training • Benefits and disadvantages of methods of monitoring range of motion • Relationship building and development through fitness • Fitness opportunities within one's community • Connection between mental health and physical health • The relationship of one's-self, body image, and self-esteem to fitness |
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| <p>Big Ideas – Elaborations</p> |
| <ul style="list-style-type: none"> • Physical activity - To lead a healthy lifestyle, one will need to ensure that they are working on their physical and mental fitness. Physical fitness helps individuals become and maintain a complete healthy state of well-being. • Personal fitness - Providing students the opportunity to experience and research a variety of fitness activities, that are age and ability appropriate will help foster a healthy lifestyle that can be directed towards the individual. • Staying safe during exercise - Continuing to develop fundamental movement skills in fitness specific activities, while acquiring an understanding of how the body is moving, provides students with abilities and an understanding of safety. • Fitness goals - The breadth of healthy living and making healthy choices can be focused within fitness and will help students create and begin to reach personal health and fitness goals. |

Curricular Competencies – Elaborations

- **Movement strategies** - Movements that are manipulated into fitness situations
- **Methods of monitoring and adjusting physical exertion levels** - Heart rate monitors, rate of perceived exertion scales to self-assess exertion levels and make appropriate adjustments related to the fitness activity
- **Fitness activities** - Indoor or outdoor activities, Individual or group activities, competitive or non-competitive activities
- **Human Anatomy and Physiology** - Broad muscles or muscles groups used during movement
- **Social and Community Health** - Strategies to promote a healthy well-being for the school and the community, analyze technology and its factors on individual and community fitness
- **Mental well-being** - Focus upon substances (legal and illegal) within the fitness world

Content – Elaborations

- **Mind, body and soul philosophy** - Identifying the link between a healthy body, healthy well-being and a healthy life
- **The Activity Pyramid** - Increasing various types of physical activities in their degrees of intensity
- **Major musculoskeletal system and basic movement** - Relationship and function during movement
- **Calorie In and Calorie Out relationship** - Energy balance equation & calorie counting
- **Nutrition, activity levels and intensity** - Aligning a nutrition plan to physical activity levels and requirements
- **Body weight specific training** - Using the body as a means of resistance
- **Anaerobic and aerobic training** - Using oxygen dependent and ATP dependent training
- **Single plane and multi-plane** - Resistance training
- **Range of Motion training** - Fitness specific activities that require the entire range of motion from joint specific locations
- **Monitoring Range of Motion** - Use of techniques and testing on joint and muscle range of motion
- **Perceived exertions levels to heart rate and monitoring** - Personal ideas of one's exertion against testing and collecting data

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction - Student led discussion
- Interactive Instruction
- Demonstrations
- Modeling
- Experimentation
- Partner/Group Work
- Movies
- Student-in-Role
- Peer teaching
- Experiential Learning
- Reflective Writing
- Analysis of own and peer fitness plans
- Analysis of media sources of fitness information

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

Baechle, Thomas & Groves, Barney. *Steps to Success: An Introduction to Weight Training* (video). Human Kinetics Publishers, 1993.

The Exercise & Nutrition Connection (video). Meridian Education Corporation. Monmouth Junction, New Jersey. 2001.

Smart Snacking (video). Learning ZoneXpress. Owatonna, MN. 1995.

Corbin, Charles & Lindsey, Ruth. Concepts of Physical Fitness with Laboratories. Times Mirror Higher Education Group Inc. San Francisco, California. 1997.

Stark, Steven. The Stark Reality of Stretching. Stark Reality Publishing, Richmond, British Columbia 1997.

Kirkpatrick, Beth & Birnbaum, Burton. Lesson from the Heart: Individualizing Physical Education with Heart Rate Monitors. Human Kinetics. Windsor, Ontario. 1997.

Brooks, Douglas & Copeland, Candice. Integrated Balance Training: A Programming Guide for Fitness & Health Professionals. DW Fitness LLC. 2002.

Jespersen, Michael & Potvin, Andre Noel. The Great Body Ball Handbook. Productive Fitness Products Inc., Surrey, British Columbia. 2002.

Temertzoglou, Ted. Healthy Active Living: Keep Fit, Stay Healthy, Have Fun. Thompson Educational Publishing, Inc. Toronto, Ontario. 2007.