

# Super Fit 12

**District Name:** Yukon Territory

**District Number:** 98

**Developed by:** Paul MacDonald

**Date Developed:** February 2010

**School Name:** Porter Creek Secondary School

**Principals Name:** Brendan Kelly

**Department Authorized Approval Date:** December 2012

**Department Authorized Signature:**

**Course Name:** Super Fit 12

**Grade Level of Course:** 11 or 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120 hours

**Prerequisite:** Physical Education 10

**Special Training, Facilities, or Equipment Required:** Exercise clothing, including proper footwear as well as common shower supplies. The school's arsenal of fitness equipment including: jump ropes, Swiss Balls, medicine balls, Yoga mats, stretch tubing, balance equipment (BOSU ball, balance boards and balance discs), dumbbells, free weights, tumble mats, etc. If numbers allow for it, time will be spent accessing community facilities such as the Canada Games Centre and Yoga studios.

## **Course Synopsis:**

The course will have a classroom component, but the majority of time will be spent in the school gymnasium, the school weight room and on the school grounds and the immediate neighbourhood (outdoor fitness). Students will assess their personal fitness level at the beginning of the course and use a variety of training methods to improve this level. Classroom components will be directly linked to all physical activities. This course will be very hands on in as much as students will be continually pushing themselves to work to improve their overall fitness level

## Course Rationale

This course has been developed to encourage students to attain and maintain a high level of physical fitness. The course is suitable for any student who is serious about learning about how their body responds to specific types of exercise. The course will benefit both the student who considers him or herself to be in good (or great) physical shape or the student who is just starting out on the path to personal fitness. Students will learn about the components of fitness and how these relate to actual fitness programs. They will examine the benefits exercise has on the heart and the importance of sustained exertion in the five heart zones. The muscular system in relation to flexibility and strength training will be an integral theme. Students will learn about good nutrition practices and link these to overall healthy and active living. After the mid point of the course, students will work to set up and implement their own personal fitness programs and routines.

## Organizational Structure:

Unit	Title	Time
Unit 1	Goal Setting and Assessment	20 hours
Unit 2	Principals of Training and Components of Fitness	20 hours
Unit 3	Nutrition and Anatomy for Fitness	20 hours
Unit 4	Aerobic, Core, Flexibility and Strength Training	30 hours
Unit 5	Development and Implementation of a Fitness Plan	30 hours
	Total Hours	120 hours

## Unit Descriptions:

### Unit 1: Goal Setting and Assessment

**Time: 20 Hours**

Students will brainstorm their ideas on what it means to be in good physical shape. They will give examples of athletes (professional or amateur) who they consider to be in great physical shape. They will suggest reasons why these individuals choose to work to a high level and the benefits this brings to their chosen sport or lifestyle. After showing they have an idea about how much work goes into attaining and maintaining a high level of personal fitness, students will begin to set their own personal fitness goals. Student will work through a battery of fitness tests to establish a baseline fitness level. As the course progresses, students will work through these assessment exercises four more times to look for improvement of fitness levels.

### **Curriculum Organizer – Role Modeling**

*It is expected that students will:*

- Identify people who model good personal fitness plans
- Understand that these individuals have chosen to devote sustained time and effort into establishing a solid fitness program and that results did not come overnight for these individuals
- Recall these individuals as they work to explore their fitness thresholds
- Be good role models for their class mates and the other PE students (as well as the general school population).

### **Curriculum Organizer – Short Term Goals**

*It is expected that students will:*

- Set out reasonable and attainable short term fitness goals that centre around completion of instructor led fitness activities
- Set goals which are attainable early on (not stiff, increased reps. of a specific exercise, more laps in the 12 minute run, etc.)

### **Curriculum Organizer – Long Term Goals**

*It is expected that students will:*

- Set fitness goals that are attainable by course end
- Set measureable and realistic goals
- Leave the course In peak physical condition with a commitment to carry on with what they have learned and achieved in day to day life
- Track and record all physical activity, both in class and outside of class for the duration of the course,

### **Curriculum Organizer – Personal Fitness Assessment**

*It is expected that students will:*

- Work through the nine set out fitness tests to establish baseline numbers in flexibility, muscular strength, muscular endurance, body composition and cardio respiratory capacity
- Improve these numbers up to their peak levels (may not reach peak levels) and maintain these numbers onward
- Have an understanding on how these numbers relate to their overall fitness level and why it important to continually work on improvement and maintenance of them.

### **Unit Assessment**

- Magazine picture collage “What does looking healthy look like in the media?” Assessment Component: Active Living
- Log book of physical fitness Assessment Component: Active Living

### **Unit 2: Principals of Training and Components of Fitness      Time: 20 Hours**

Students will be able to define the five components of fitness, name six skills related to the components of fitness and see how the components of fitness are related to the immediate and long-term benefits of physical activity. They will work on being able to

identify the fitness component being worked in the teacher led fitness activities. Eventually, students will set up personal fitness plans that incorporate the fitness components. Students will learn about the FITT principle and incorporate this into personal fitness plans.

### **Curriculum Organizer – Principals of Fitness**

*It is expected that students will:*

- Be able to identify the five components of fitness and show how they are linked to daily instructor led workouts
- Show an understanding of how each component can be improved through continued effort and identify six physical skills that will improve this performance
- Identify exercises that work to improve each of the five components and set up a personal fitness plan that incorporates each

### **Curriculum Organizer – Training Principles**

*It is expected that students will:*

- Learn about how the five different heart zones relate to an overall fitness plan
- Identify maximum heart rate and target heart rates for each zone
- Take resting heart rate, activity heart rate, and recovery heart rate data readily and easily using different methods
- Gather heart rate data and be able to interpret this data to determine if workout routines are putting the heart through these five zones
- Gain an understanding of the FITT principle and incorporate this into students developed fitness routines

### **Unit Assessment**

- Target Heart Rate Assignment: track heart rate for 5 classes days in a variety of workouts using a heart rate monitor, identify the 5 training zones. Assessment Component: Active Living

### **Unit 3: Anatomy and Nutrition for Fitness**

**Time: 20 hours**

In order to further understanding of a total fitness plan, students will learn about basic human anatomy in relation to human movement. Students will be able to name and label the major muscles in the body. They will identify muscles used in exercises and set up personal fitness plans that incorporate the major muscles. Students will work on learning about how muscles use energy and how this energy is supplied. This will be tied directly to a healthy nutrition as it relates to fitness. Caloric intake versus energy expenditure will be discussed.

### **Curriculum Organizer – Muscular System**

*It is expected that students will:*

- Identify and label the major muscles in the human body
- Identify the parts of a joint

- Identify muscles used in the exercises set out in their personal fitness plans and show comprehension on how exercise affects muscles
- Relay the importance of stretching in the prevention of injury through verbal feedback to the instructor

### **Curriculum Organizer – Nutrition**

*It is expected the students will:*

- Show a basic understanding of how muscles use energy and where this energy comes from
- Track their eating habits for a period of time with the intention of comparing this data with a healthy eating plan
- Set up and incorporate a healthy eating plan that becomes part of their personal fitness plan.
- Learn to read Nutrition Labels on food packages for understanding so healthy eating choices can be made easily

### **Unit Assessment**

- Unit test, diagram: identify muscles  
Assessment Component: Activity & Movement
- Assignment: Tracking Eating Habits for caloric intake  
Assessment Component: Active Living
- Assignment: Development of the Ideal Eating Plan  
Assessment Component: Activity & Movement
- Muscle Target Demo: Identify muscle/muscle group, chooses one exercise to demonstrate that targets that muscle  
Assessment Component: Activity & Movement

## **Unit 4: Aerobic, Core, Flexibility and Strength training Time: 30 Hours**

For the first half of the course students will undergo a vigorous training program laid out by the instructor. Students will work to improve their fitness levels by working to improve all components of fitness through various training methods. Exercise programs will be completed in the gymnasium and the school weight room. Note: If class size allows, students will access local facilities to take advantage of the plethora of training equipment available there.

### **Curriculum Organizer – Aerobic**

*It is expected students will:*

- Run for improvement in speed and distance in timed runs
- Improve aerobic capacity and track this using the Leger Test
- Strive to track and improve agility, speed and quickness through various circuits
- Interpret heart rate numbers while training the aerobic system

### **Curriculum Organizer – Core**

*It is expected students will:*

- Improve core strength using various training implements and body weight

- Show understanding of how the core connects the upper and lower body and the importance of having it well developed in order to provide for this connection
- Recognize the importance of having a strong core in conjunction with personal fitness plans and injury prevention (life long active health)

### **Curriculum Organizer – Flexibility**

*It is expected students will:*

- Set up a stretching routine that works the major muscles
- Strive to improve flexibility through stretching
- Distinguish between passive, active and dynamic stretches and show understanding by demonstrating stretches to the class
- Relate the important role flexibility plays in a personal fitness plan and injury prevention

### **Curriculum Organizer – Strength and Endurance**

*It is expected students will:*

- Take part in instructor led strength training classes to improve muscular strength and endurance for the whole body
- Recognize which exercises affect which muscle group, and often, which specific muscle
- Set up a total body strength training program that utilizes the equipment available in the school

Unit Assessment:

- Students are to choose one of the above curriculum organizers to prepare a presentation/workout for the group. Each student will be allocated one class for their presentation. Student will act as the trainer and will “teach” their area to the class.

Assessment Component: Activity and Movement

## **Unit 5: Development and Implementation of a Fitness Plan**

**Time: 30 Hours**

Students will use the knowledge they have acquired to this point in the course, coupled with outside sources (certified to be valuable by the instructor) to develop a personal fitness plan that they will incorporate for the second half of the course. Students will work on their personal plans two school days a week and on weekends. The other three days will continue to be instructor driven exercise routines. Students will be required to track their progress in a training journal. Modifications to the plan will occur as mastery occurs.

### **Curriculum Organizer – Development**

*It is expected that students will:*

- Set up personal fitness plans that incorporate exercises encompassing all five of the components of fitness
- Choose a wide variety of exercises that will help them reach their laid out goals

- Choose a personal fitness plan that is realistic for them and that relates to their long term goals
- Ensure that their program fits the allotted class time
- Different muscle groups are worked on opposite days in the strength training component

### **Curriculum Organizer – Implementation**

*It is expected that students will:*

- Be able to complete all exercises using proper form and technique
- Tweak their plans after a one to three week period of time if they are not having success
- Keep a fitness journal that records all pertinent information that pertains to each workout (sets, reps., time, weight, etc.)
- Meet with the instructor on a regular basis to discuss progress and modifications (if necessary)

### **Unit Assessment:**

- Assignment; Development of a personal fitness plan with the following components; aerobic, core, flexibility, strength and endurance. Include 5 class days, using the FITT principle.  
Assessment Component: Active Living

### **Instructional Components**

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modeling
- Brainstorming
- Peer teaching
- Group work
- Data gathering
- Data input
- Data analysis

### **Assessment Components**

- 40 % of the course will fall under **Safety, Fair Play and Leadership**
- 30 % of the course will be made up of **Activity and Movement Skills**
- 30 % of the course will centre around **Active Living**

### **Safety, Fair Play and Leadership**

- Daily self evaluation based on the PCSS PE Daily evaluation guide (5 marks per day)
- Fitness assessment session

### **Activity and Movement Skill**

- Technique improvement for exercises and stretching.
- Heart Health
- Anatomy
- Nutrition
- Training programs; establish, follow and track (fitness logs)

### **Active Living**

- Calendars
- Wednesday run mark and teacher effort evaluation

### **Performance Methods**

- Tests
- Assignments
- Projects
- Fitness test scores



- Fitness test improvement
- Body composition numbers
- Weekly runs
- Effort and exertion evaluation
- Heart rate numbers

### **Personal Communication**

- Self evaluation
- Active Living Calendars
- Fitness logs, instructor led
- Fitness logs, personal fitness plan
- Calendar and log evaluation

### **Other**

- Teacher evaluation
- Rubrics
- Fitness standard scales

### **Learning Resources**

- Books
  - Basic Flexibility      Alan Gordon
  - Athletic Development `The Art and Science of Functional Sports Conditioning      Ven Gambetta
  - The Stark Reality of Stretching      Dr. Steven D. Stark
  - Getting in Shape      Bob Anderson, Bill Pearl, Ed Burke
  - The Great Balance and Stability Handbook      Andre Noel Potvin and Chad Benson
  - Ball Bearings      Jeff Compton, Stefan Scott and Matthew Tyler
  - The Great Stretch Tubing Handbook      Andre Noel Potvin and Michael Jespersen
  - The Great Medicine Ball Handbook      Andre Noel Potvin and Michael Jespersen
  - The Great Body Ball Handbook      Andre Noel Potvin and Michael Jespersen
  - The Great dumbbell Handbook      Andre Noel Potvin and Michael Jespersen
  - Ultimate Dumbbell Guide      Myatt Murphy
  - Strength Training Anatomy      Frederic Delavier
  - Quality Lesson Plans for Secondary Physical Education      Dorothy Zakrajsek, Lois Carnes, and Frank Pettigrew
  - Training for Speen, Agility and Quickness      Lee Brown and Vance Ferrigno
  - Stretching      Bob Anderson
  - Nancy Clark's Sports Nutrition      Nancy Clark
  - The Complete Idiot's Guide to Core Conditioning      Patrick Hagerman
  - Jump Rope Training      Buddy Lee

- Websites
  - [www.sport-fitness-advisor.com](http://www.sport-fitness-advisor.com)
  - [www.topendsports.com](http://www.topendsports.com)
- Other
  - Canada's Food Guide                      Health Canada
  - Eating Well with Canada's Food Guide      A Resource for Educators  
and Communicators                      Health Canada
  - Health Health                      A Resource for Senior High School Physical  
Education                      Alberta Education
  - Sports Nutrition for the Yukon Athlete      Janna Dykstra