

Fitness and Conditioning 10/11/12

Course Outline

WindsorSecondary



Curricular Competencies

Students are expected to be able to do the following:

Healthy and active living

- Participate daily in physical activities designed to enhance and maintain health components of fitness
- Identify, apply, and reflect on strategies used to pursue personal fitness goals
- Identify and analyze the relationships between lifestyle patterns and performance in fitness activities
- Analyze and critique health messages from a variety of sources and describe their potential influences on health and well-being
- Analyze and critique a variety of fitness myths and fads
- Plan ways to overcome potential barriers to participation in fitness and conditioning activities
- Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in physical activities

Human anatomy and physiology

- 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

Principles of training

- Develop and demonstrate appropriate exercise techniques for a variety of fitness activities
- Create, implement, and reflect on a personalized fitness program
- Identify and analyze how different types of fitness activities influence the muscular system and the cardiovascular system

Social responsibility

- Demonstrate a variety of leadership skills in different types of fitness activities
- Demonstrate appropriate behaviours in different types of fitness activities and environments
- Apply safety practices in different types of fitness activities, for themselves and others

Intention: The course is designed for all students. This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. It is also beneficial for athletes who would like to become much more competitive in their activity(s) of choice. Students will benefit from comprehensive weight training and cardio respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Students will be empowered to self-regulate, self-assess, set goals, make wise choices, meet challenges, and develop positive behaviours in fitness, wellness, and movement activity for a lifetime.

Big Ideas

- ◆ Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels
- ◆ Knowing how our bodies move and functions helps us stay safe during exercise
- ◆ Following proper training guidelines and techniques can help us reach our health and fitness goals
- ◆ Making healthy choices can help us reach our health and fitness goals

The Big Ideas provide some focus areas and themes for our course, and help explain some of the reasons why Fitness and Conditioning is important. At the heart of our course are the questions “What can we do to be physically active and why is this important?” “What are the most effective ways to improve your fitness levels through fitness and conditioning?” and “How do the various lifts, techniques and safe use of equipment decrease the likelihood of injury?” along with our exploration of how the Big Ideas. To do this we practice skills and processes called Competencies— Health and Active Living Human anatomy and physiology, Principles of training and Social responsibility.

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity”

— John F. Kennedy

What are the most effective ways to improve your fitness levels through fitness and conditioning?

What can we do to be physically active and why is this important?



How would you apply the components to health related fitness to activities of daily living?

What is healthy living?

What are potential barriers to participation?

Physical and Health Education Policy

Policies & Procedures

- Lockers will not be assigned for PE classes. You may use lockers available in the PE change room for BLOCK USE ONLY. The school assumes no responsibility for loss or damage of students' personal property.
- Students are not permitted to leave the 100 floor and/or the gym area until the period change bell sounds.

Physical Education Clothing

- All students are required to have proper clothing consisting of shorts, T-shirt and running shoes; optional sweat/track suit for outside activities.
- Multiple NO STRIPS may initially result in an "I" (Incomplete Grade) because curricular competencies cannot be met. Not meeting curricular competencies may result in failure.
- Due to safety and health concerns, students without proper clothing will not be allowed to participate in class.

Absences

- Students with a medical excuse must report to the teacher with a note signed by a parent/guardian and physician when appropriate
- A written assignment or a specific task may be assigned by the teacher
- Absences will influence assessment strategies and evaluation
- Absences may result in incomplete curricular competencies. As a result an "I" (Incomplete Grade) may be assigned
- Students absent from class due to field trips and sports activities must inform his/her teacher prior to the event and make arrangements to complete the required curricular competencies
- Students are responsible for missed activities and assignments

Medical Exemption

- Students with a medical excuse must report to the teacher with a note signed by a parent/guardian and physician when appropriate
- Students that cannot actively participate can make alternate contribution to class
- A written assignment or a specific task may be assigned by the teacher

"Action is the foundational key to all success." - Pablo Picasso

Course Expectations

Students will participate with a few codes in mind:

- Mutual respect – treating students, teacher, and learning space with dignity and safety
- Effort and Engagement – taking responsibility for one's actions, attendance, work habits, exertion level, expected workload, deadlines, and progress
- Curiosity – asking thoughtful questions of one's self, teacher, and classmates, and asking for help when it's needed.

Assessment:

- Criterion-referenced: criteria based on Curricular Competencies
- Involves both teacher and student in a process of reflection and review about progress
- Self-assessment
- Provides students with information on their own achievement and prompts them to consider how they can continue to improve their personal health and fitness goals

Teacher assessment:

- May be criterion referenced or norm referenced
- Used to make judgments about students' performance in relation to provincial standards

Assessment (variations may occur within the year)

70% Physical Literacy -Movement concepts and strategies. Proper technique for fundamental movement skills. Monitoring and adjusting exertion levels in physical activity. Principles of training. Demonstrate safety, fair play, and leadership in physical activities.

30% Healthy Living and Personal/Interpersonal Well Being-Identify and apply strategies to pursue personal healthy- living goals and topics. Exploration and analysis of health related topics.