

Fitness and Conditioning 12

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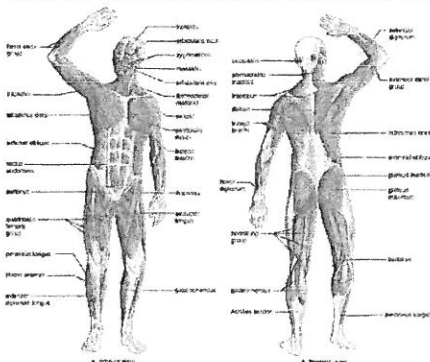


What are the **Big Ideas** in Fitness and Conditioning 12?

- 💡 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 function helps us **stay safe** during exercise.
- 💡 Following proper **training guidelines** and techniques can help us reach our health and fitness goals.
- 💡 **Personal choices** influence our health and fitness goals.

Hello, and welcome to Fitness and Conditioning 12. In the coming semester, we will be exploring these Big Ideas together to become safe, active, and healthy citizens throughout our lives, and gaining the **Core Competencies** of:

- 🗨 Understand of the many aspects of well-being, including physical, mental, and social.
- 🗨 Develop lifelong participation in a range of physical activities.
- 🗨 Build respectful relationships, positive self-identity, self-determination, and mental well-being.
- 🗨 Make informed decisions that support personal and community health and safety.



Classroom Expectation

- 👍 Regular attendance is mandatory. Please come to the class on time.
- 👍 If you are going to miss class, please talk to me ahead of time.
For sudden illness or emergency, please email me at your earlier convenience.
- 👍 Please dress appropriately for participating in physical activities.
- 👍 Try your best and encourage your classmates.
- 👍 Respect your teacher and classmates by not using your cellphone in class.

Assessment

The process of your learning will be evaluated in various ways.

15% Principles of Training

- Practical exam with an oral component

35% Fitness Training

- Set training goals and develop a corresponding personalized training plan.
- Perform the fitness plan, record the process and evaluate the result.

30% Run Training

- Participate in two training runs per week and demonstrate improvement in distance on the long runs and speed on the short runs.
- Complete a 10-km run at the end of the semester.

10% Participation in Cross Training

15% Nutrition

- Daily nutrition intake log
- Reflection on areas of improvement
- Research assignment and presentation

Unit	Big Ideas
1. Fitness Training	<ul style="list-style-type: none"> <li data-bbox="850 310 1451 457">💡 Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels. <li data-bbox="850 485 1360 596">💡 Knowing how our bodies move and function helps us stay safe during exercise. <li data-bbox="850 623 1435 737">💡 Following proper training guidelines and techniques can help us reach our health and fitness goals.
2. Run Training	<ul style="list-style-type: none"> <li data-bbox="850 779 1451 926">💡 Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels. <li data-bbox="850 953 1435 1066">💡 Following proper training guidelines and techniques can help us reach our health and fitness goals.
3. Cross Training	<ul style="list-style-type: none"> <li data-bbox="850 1108 1451 1255">💡 Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels. <li data-bbox="850 1283 1360 1394">💡 Knowing how our bodies move and function helps us stay safe during exercise.
4. Nutrition	<ul style="list-style-type: none"> <li data-bbox="850 1438 1442 1509">💡 Making healthy choices can help us reach our health and fitness goals.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
1 – 3 (1/7 – 1/25)	Run Training	Fitness Training	Run Training	Fitness Training	Cross Training
			Cross Training		
4 – 8 (1/21 – 2/22)	Run Training	Fitness Training	Run Training	Nutrition	Fitness Training
			Cross Training		
9 – 14 (2/25 – 4/11)	Run Training	Fitness Training	Run Training	Nutrition	Fitness Training
		Cross Training	Cross Training		Cross Training

The two Run Training days will not take place consecutively.

The two Fitness Training days will also not take place consecutively.

Run Training days can be adjusted depending on the weather.

<p><u>Big Ideas:</u></p> <ul style="list-style-type: none"> • 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 function helps us stay safe during exercise. • Following proper training guidelines and techniques can help us reach our health and fitness goals. 	<p><u>Core Competencies:</u></p> <p>Communication</p> <ul style="list-style-type: none"> • Connect and engage with others <p>Creative Thinking</p> <ul style="list-style-type: none"> • Generating ideas • Developing ideas <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyze and critique • Question and investigate • Develop and design <p>Positive Personal and Cultural Identity</p> <ul style="list-style-type: none"> • Personal values and choices • Personal strength and abilities <p>Personal Awareness and Responsibilities</p> <ul style="list-style-type: none"> • Self-determination • Self-regulation • Well-being
<p><u>First Peoples Principles of Learning:</u></p> <ul style="list-style-type: none"> • Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) • Learning involves recognizing the consequences of one’s actions. • Learning involves patience and time. <p><u>Question to Support Inquiry:</u></p> <ul style="list-style-type: none"> • How will following a fitness plan help me reach my fitness goals? • Which fitness and conditioning activities train which different muscles? • How do I choose the appropriate intensity level for the activity? • Why is recovery an important part of my fitness plan? 	
<p><u>Curricular Competencies:</u></p> <p>Healthy and Active Living</p> <ul style="list-style-type: none"> • 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 • 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 <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>Principles of Training</p> <ul style="list-style-type: none"> • Develop and demonstrate appropriate exercise techniques for a variety of fitness activities • Create and implement a personalised fitness program • Identify and describe how different types of fitness activities influence the muscular and cardiovascular systems <p>Social responsibility</p> <ul style="list-style-type: none"> • Demonstrate appropriate behaviours in different types of fitness activities and environments • Apply safety practices in different types of fitness activities, for themselves and others 	<p><u>Content:</u></p> <ul style="list-style-type: none"> • anatomical terminology • skeletal system, including bones and joints • ways to train the muscular systems • different types of muscle, including cardiac and skeletal muscle • relationships between energy systems and muscle fibre types • different types and functions of connective tissue • components of an exercise session • exercise safety and etiquette • ways to monitor and adjust physical exertion levels, including heart-rate monitoring and repetition ranges • principles of program design, including training principles to enhance personal fitness levels, such as the FITT principle, SAID principle, and specificity • effects of different types of fitness activities on the body

Learning Targets:

1. I can use the correct anatomical terminology such as flexion and extension for joint movements.
2. I can identify different bones and joints in my body.
3. I can distinguish the difference between cardiac muscle and skeletal muscle.
4. I can distinguish the difference between fast-twitch muscle and slow-twitch muscle and relate them to the goal of my training program.
5. I can describe the difference between tendons and ligaments.
6. I can warm-up and stretch at the beginning of the routine to improve performance and prevent injuries.
7. I can do cool-down activities at the end of the routine to enhance recovery and prevent injuries.
8. I can spot another classmate so he/she can perform the activity safely.
9. I can safely train without overtraining and engage in dangerous training.
10. I can use the correct breathing technique to prevent injury.
11. I can monitor my physical exertion level by measuring my pulse and self-assess my physical exertion level by perception.
12. I can set fitness goals and identify the activities needed through the SAID principle and the use of exercise ball, medicine ball, resistance bands, free weights and my own body weight.
13. I can use activities such as yoga to increase my strength and flexibility.
14. I can develop my own personal training plan using the FITT principle.
15. I can research reputable training activities to increase the diversity of my training routine.

Assessments:

- Formative:**
- Teacher feedback on training plan
 - Train with partners in training station circuits for peer assessment
 - Self-record the activity to improve technique
 - Teacher feedback on the technique during training time
 - Oral exit check on the anatomical knowledge.
- Summative:**
- Training plan including goals, rationale, activities, reps, sets and intensity
 - Training log to demonstrate participation, self-evaluation and adjustment
 - Self-reflection on the training plan at the end of the term
 - Teacher observation on the execution of the training activities
 - Oral test of the anatomical knowledge and training activities for different fitness goals

<p><u>Big Ideas:</u></p> <ul style="list-style-type: none"> • Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels. • Following proper training guidelines and techniques can help us reach our health and fitness goals. <p><u>First Peoples Principles of Learning:</u></p> <ul style="list-style-type: none"> • Learning involves patience and time. <p><u>Question to Support Inquiry:</u></p> <ul style="list-style-type: none"> • How should the training routine change through time to adapt to the improvement of my personal fitness? • How can the correct running technique increase my performance? 	<p><u>Core Competencies:</u></p> <p>Creative Thinking</p> <ul style="list-style-type: none"> • Novelty and value <p>Positive Personal and Cultural Identity</p> <ul style="list-style-type: none"> • Personal values and choices • Personal strength and abilities <p>Personal Awareness and Responsibilities</p> <ul style="list-style-type: none"> • Self-determination • Self-regulation • Well-being <p>Social Responsibilities</p> <ul style="list-style-type: none"> • Contributing to the community and caring for the environment.
<p><u>Curricular Competencies:</u></p> <p>Healthy and Active Living</p> <ul style="list-style-type: none"> • 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 • 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 <p>Human Anatomy and Physiology</p> <ul style="list-style-type: none"> • Identify and describe the influences of different training styles on fitness results <p>Principles of Training</p> <ul style="list-style-type: none"> • Identify and describe how different types of fitness activities influence the muscular and cardiovascular systems <p>Social responsibility</p> <ul style="list-style-type: none"> • Demonstrate appropriate behaviours in different types of fitness activities and environments • Apply safety practices in different types of fitness activities, for themselves and others 	<p><u>Content:</u></p> <ul style="list-style-type: none"> • different types of muscle, including cardiac and skeletal muscle • relationships between energy systems and muscle fibre types • components of an exercise session • exercise safety and etiquette • ways to monitor and adjust physical exertion levels • effects of different types of fitness activities on the body

<p><u>Learning Targets:</u></p> <ol style="list-style-type: none"> 1. I can distinguish the difference between fast-twitch muscle and slow-twitch muscle and relate them to the goal of my training program. 2. I can warm-up and stretch at the beginning of the routine to improve performance and prevent injury. 3. I can do cool-down activities at the end of the routine to enhance recovery and prevent injuries. 4. I can run with the correct posture and rhythm to maximize my performance. 5. I can vary my stride length to adjust my physical exertion level according to the terrain. 6. I can monitor my physical exertion level by measuring my pulse. 7. I can self-assess my physical exertion level by perception. 8. I can safely train without overtraining and engage in dangerous training. 9. I can improve my aerobic capacity through run training. 10. I can motivate myself and others to participate in run training. 	<p><u>Assessments:</u></p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher feedback on running posture • Provide time result for students as well as a recommended time for completion each training run • Use of run tracking applications on mobile device to analyze performance • Self-evaluation on the difference in the effects of run training compare to the self-designed fitness training program <p>Summative:</p> <ul style="list-style-type: none"> • Participation in training runs, demonstrate appropriate physical exertion level, and show improvement in performance. • Complete of a 10-km run.
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<p><u>Big Ideas:</u></p> <ul style="list-style-type: none"> • 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 function helps us stay safe during exercise. 	<p><u>Core Competencies:</u></p> <p>Communication</p> <ul style="list-style-type: none"> • Connect and engage with others • Collaborate to plan, carry out and review constructions and activities <p>Creative Thinking</p> <ul style="list-style-type: none"> • Novelty and value <p>Positive Personal and Cultural Identity</p> <ul style="list-style-type: none"> • Personal strength and abilities <p>Personal Awareness and Responsibilities</p> <ul style="list-style-type: none"> • Well-being <p>Social Responsibilities</p> <ul style="list-style-type: none"> • Value diversity • Building relationships
<p><u>First Peoples Principles of Learning:</u></p> <ul style="list-style-type: none"> • Learning involves recognizing the consequences of one’s actions. <p><u>Question to Support Inquiry:</u></p> <ul style="list-style-type: none"> • How do proper movement patterns ensure safety when exercising? • Which activities target the health components of fitness? 	<p><u>Content:</u></p> <ul style="list-style-type: none"> • ways to train the muscular and cardiovascular systems • relationships between energy systems and muscle fibre types • components of an exercise session • exercise safety and etiquette • ways to monitor and adjust physical exertion levels • effects of different types of fitness activities on the body
<p><u>Curricular Competencies:</u></p> <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activities designed to enhance and maintain health components of fitness • 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 <p>Principles of training</p> <ul style="list-style-type: none"> • Identify and describe how different types of fitness activities influence the muscular and cardiovascular systems <p>Social responsibility</p> <ul style="list-style-type: none"> • 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 	

<p><u>Learning Targets:</u></p> <ol style="list-style-type: none"> 1. I can warm-up and stretch at the beginning of the routine to improve performance and prevent injury. 2. I can participate and enjoy in a variety of physical activities such as basketball, soccer, floor hockey, dodge ball, volleyball, badminton, ultimate frisbee, tennis and lacrosse. 3. I can describe which health components of fitness are influenced by the different types of physical activities that I participate in. 4. I can motivate myself and others to participate in different physical activities. 5. I can use strategies to gain advantage in a game situation. 6. I can identify the general spacing, directions and pathways as options available to me in a game situation. 7. I can command the parts of my body and transfer weight to achieve desired movement of my body. 8. I can control the speed and force of my effort to ensure safety and gain advantage in a game situation. 	<p><u>Assessments:</u></p> <p>Formative:</p> <ul style="list-style-type: none"> • Initial physical wellness profile at the beginning of the term • Peer assessment on the "MVP" at the end of team activities • Self-assessment on participation near mid-term <p>Summative:</p> <ul style="list-style-type: none"> • Teacher assessment on participation with emphasis on leadership • Written reflection on the how different types of physical activities can help achieve the desired training goals and how that affects confidence and motivation level
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<p><u>Big Ideas:</u></p> <ul style="list-style-type: none"> • Making healthy choices can help us reach our health and fitness goals. <p><u>First Peoples Principles of Learning:</u></p> <ul style="list-style-type: none"> • Learning involves recognizing the consequences of one's actions. <p><u>Question to Support Inquiry:</u></p> <ul style="list-style-type: none"> • How do my health choices affect my fitness goals? • How do I use my diet to supplement my training? <p><u>Curricular Competencies:</u></p> <p>Healthy and active living</p> <ul style="list-style-type: none"> • Identify and describe the relationships between healthy eating, overall health, and performance in fitness activities • Analyze health messages from a variety of sources and describe their potential influences on health and well-being • Analyze a variety of fitness myths and fads <p>Principles of training</p> <ul style="list-style-type: none"> • Create and implement a personalized fitness program 	<p><u>Core Competencies:</u></p> <p>Communication</p> <ul style="list-style-type: none"> • Acquire, interpret and present information <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyze and critique <p>Positive Personal and Cultural Identity</p> <ul style="list-style-type: none"> • Personal value and choice <p>Personal Awareness and Responsibilities</p> <ul style="list-style-type: none"> • Self-regulation • Well-being
<p><u>Content:</u></p> <ul style="list-style-type: none"> • sources of health information • influences of food choices and eating patterns on physical performance • performance-enhancing supplements and drugs 	

<p><u>Learning Targets:</u></p> <ol style="list-style-type: none"> 1. I can research nutrition information from medical professionals, websites, advertisements and retail stores. 2. I can determine the validity of fitness claims. 3. I can record and estimate my daily nutritional intake. 4. I can plan my daily meal plan. 5. I can evaluate the short- and long-term impacts of supplements and drugs such as steroids, protein powder and weight-loss pills. 	<p><u>Assessments:</u></p> <p>Formative:</p> <ul style="list-style-type: none"> • Group discussion different myths and fads • Peer feedback during presentation <p>Summative:</p> <ul style="list-style-type: none"> • Research assignment and presentation on fitness claims • Daily nutrition intake log • Written self-reflection on areas of improvement
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