

## Personal Fitness 20L & 30L



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## **Course Description**

Saskatchewan health education, physical education, and wellness curricula are designed to develop confident and competent, students who apply health knowledge and skills and engage in a healthy and active lifestyle throughout life. Personal Fitness 20L and 30L build on this foundation and hone in on developing good physical condition resulting through exercise and nutrition. Personal Fitness 20L focuses on general fitness and is designed to provide introduction and develop broad understanding of fitness in relation to and general health and including a variety of training methods. Personal Fitness 30L focuses on personal fitness goals. This course is designed to explore specificity and to develop deep understanding of theory and principles of fitness in relation to personal improvement.

## **Rationale**

Personal Fitness 20L and 30L provide learning opportunity for students with a passion for physical activity, health, and well-being. These are students who wish to pursue their interest in understanding and improving personal fitness with learning opportunities focused on understanding the complexities of fitness and applying this knowledge through general and personalized fitness programming. In an effort to meet student learning needs, offering Personal Fitness 20L and 30L provides additional physical education courses for students who wish to engage in ongoing and/or additional physical activity. These courses also provide alternative physical education courses for students who wish to be physically active but are not interested in provincial curricula which focus sport and recreational activity. Through offering Personal Fitness 20L and 30L students will have opportunity and access to local and school facilities designed to promote and support fitness.

## **Student Target Group**

Personal Fitness 20L and 30L are designed to support students with a passion for physical activity, health, and well-being who wish to pursue interest in understanding and improving personal fitness. These students include both athletes and non-athletes with courses targeted to support students who wish to engage in ongoing and/or additional physical activity, improve fitness in relation to personal interest or to support other sport and/or activity in which they are involved, and/or be physically active but are not interested in provincial curricula which focus sport and activity.

## **Broad Areas of Learning**

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Personal Fitness 20L and 30L contribute to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following (*Renewed Curricula: Understanding Outcomes*, 2010):

- **Lifelong Learners:** Students who are engaged in constructing and applying their knowledge naturally build a positive disposition towards learning. Throughout their studies, students gain understandings, skills, and strategies to become more competent and confident learners.

- Sense of Self, Community, and Place: To learn, students need to interact with each other. Throughout their studies, students learn about themselves, others, and the world. The students use this knowledge to define who they are and to explore who they might become, to respond effectively with others, and to build community.
- Engaged Citizens: Throughout their studies, students are enabled to make a difference in their personal, peer, family, and community lives having developed a sense of agency and an ability to make a difference in their community and the world in which they live.

## **Cross Curricular Competencies**

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in Personal Fitness 20L and 30L and include the following (*Renewed Curricula: Understanding Outcomes*, 2010):

- **Developing Thinking:** Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. The philosophy of learning across curricula is inquiry-based, and students are expected to use their thinking skills to explore a range of topics, issues, and themes.
- **Developing Identity and Interdependence:** The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. In turn, students to explore ideas and issues of identity, social responsibility, diversity, sustainability, and personal agency.
- **Developing Literacies:** Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and understandings that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and understandings related to various literacies in order to explore and interpret the world and communicate meaning. All curricula require students to use different literacies effectively and contextually to represent ideas and understanding in multiple, flexible ways.
- **Developing Social Responsibility:** Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action to contribute to learners'

physical, social, and cultural environments. In all curricula, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

## **Aims and Goals**

The aim of Personal Fitness 20L and 30L is lifelong participation and achievement of physical potential. Skill development, participation and decision making will foster the development of positive attitudes toward a lifetime commitment to physical activity in a safe and healthy way.

The goals Personal Fitness 20L and 30L are as follows:

- Active Living - Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- Application of Knowledge- Apply theories and information gained through studies along with discussion towards building programs.
- Developing an Understanding- Components of fitness; both health and skill related.
- Informed Decision Making- Personal goal setting, fitness program planning and focus on personal safety.
- Skillful Movement - Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
- Relationships - Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

## **Infusion of First Nations, Metis, and Inuit Ways of Knowing**

First Nations, Metis, and Inuit content, perspectives, and ways of knowing are to be integrated into all curricula and embedded within the outcomes and indicators for each curriculum respectively. All students benefit from knowledge about the First Nations, Métis, and Inuit peoples and it is through such knowledge that misconceptions and bias can be eliminated.. For further information, see *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (Saskatchewan Education, 1992) Content in Personal Fitness 20L and 30L and resources and material will endeavor to present positive images of Aboriginal people and will complement the beliefs and values of First Nations, Métis and Inuit peoples.

## **Big Ideas and Questions for Deeper Understanding**

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities, and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas are at the core of the subject; they need to be uncovered. The big ideas at the core of a subject are arrived at, sometimes surprisingly slowly, via teacher-led inquiries and reflective work by students. Big ideas encompass concepts, broad or overarching themes, skills, attitudes, and habits of mind which help students make sense of and apply what they learn. A big idea can be thought of as providing a focusing conceptual 'lens' for study; breadth of meaning by connecting and organizing many facts, skills, and experiences; serving as the linchpin of understanding; ideas at the heart of expert understanding; great transfer value and applying to many other inquiries and issues across subject areas and over time and both in the curriculum and out of school (*Renewed Curricula: Understanding Outcomes*, 2010).

Questions for deeper understanding are used to initiate and guide the inquiry and give students direction for developing deep understandings about a topic or issue under study. It is essential to develop questions that are evoked by student interests, have potential for rich and deep learning, are compelling and able to assist students to grasp important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school (*Renewed Curricula: Understanding Outcomes*, 2010).

\*Refer to Course Overview for big ideas and questions for deeper understanding specific to Personal Fitness 20L and 30L.

## **Outcomes and Indicators**

The learning expected of students in Saskatchewan is defined by curriculum outcomes for each grade. As Saskatchewan students achieve the grade-specific outcomes identified in curricula, they will deepen their understanding of each area of study as a living field of knowledge. Outcomes define what a student is expected to know and be able to do at the end of the grade or secondary level course. Outcomes require that students develop a combination of factual, conceptual, procedural, and metacognitive knowledge and are developed based on current research to ensure coherence and rigor. Therefore, all curriculum outcomes are required. Indicators clarify the breadth and depth of each outcome and are examples of ways that students might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that teachers would accept to determine the extent to which students have achieved the desired learning results. When teachers are planning for instruction, they must be aware of the set of indicators to understand fully the breadth and depth of the outcome. Based on this understanding of the outcome, teachers may develop their own indicators that are responsive to their students' interests, lives, and prior learning. These teacher-developed indicators must maintain the intent of the outcome.

\*Refer to Course Overview for outcomes and indicators specific to Personal Fitness 20L and 30L.

# **Incorporation and Explanation of Various Core Curriculum Components and Initiatives**

## **Common Essential Learnings**

Through a resource-based program, Personal Fitness 20L and 30L will address the Common Essential Learnings (CELS) which are considered important as foundations for learning in all school subjects. (*Understanding the Common Essential Learnings*, 1988). The Personal Fitness 20L and 30L curriculum will reflect the development of CELS and their integration into instruction. The CELS focused on in individual lessons will be guided by the needs and abilities of the students and the demands of Personal Fitness 20L and 30L program. Examples of CELs as integrated into Personal Fitness 20L and 30L are outlined below:

### Communication

- Understand and use the vocabulary, structures and forms of expression which characterize each area of study
- Ask pertinent questions in order to further understanding
- Clarify the questions of others
- Develop questions from titles, headings, sub-headings and topic sentences in text material as one way of developing prior questions before reading
- Explore the influence of media in shaping knowledge, culture and values

### Numeracy

- Strengthen understanding within subject areas through applying knowledge of numbers and their interrelationships
- Strengthen knowledge and understanding of how to compute, measure, estimate and interpret numerical data, when to apply these skills and techniques, and why these processes apply within the particular framework of the subject under study
- Develop understanding of the uses and abuses of mathematical concepts in everyday life

### Technological Literacy

- Active involvement in decision-making related to technological developments
- Explore the technical, social and cultural implications of present technology and of impending technological developments as they arise within units of study

### Creative and Critical Thinking

- Develop understanding of and the abilities to integrate critical and creative thinking into central learning, communication, and problem-solving processes.

### Independent Learning

- Develop a positive disposition to life-long learning
- Develop ability to meet their own learning needs
- Develop ability to access knowledge

- Explore issues or topics which address interests or concerns
- Discover meanings and solutions through active participation in learning activities and experiences which lead to independent exploration or require going beyond what the class lesson provides
- Independently share what is discovered about a particular concept, idea or process introduced in a unit of study

#### Personal and Social Development

- Develop a positive sense of identity that is based in self-understanding, a sense of purpose, and a commitment to personal growth.
- Acquire the skills and develop the abilities needed to participate effectively and respectfully in social interactions.
- Develop the commitment and abilities necessary to contribute to the well-being of others and the natural world, and participate in social action.

#### Adaptive Dimension

All measures will be taken to adapt the setting, methods or materials to help make the learning in Personal Fitness 20L and 30L meaningful and appropriate for each student. In so doing the following guidelines will be followed:

- employing varied instructional techniques and strategies to ensure students master the concepts being taught
- introducing vocabulary inherent to literacy in a variety of ways to address differentiated learning styles
- providing opportunities for both remediation and enrichment
- soliciting student input in goal-setting, instruction, selection of learning materials, and assessment
- learning material selection will be based on students' needs, abilities, interests and language.
- employing a wide variety of evaluative (assessment of learning) and assessment (for learning) procedures, offering a variety of options when making assignments
- incorporating a resource-based learning approach to reflect students' wide range of abilities, needs and interests.

#### Multicultural Content and Perspectives

Multicultural education, as integrated into Personal Fitness 20L and 30L is an interdisciplinary educational process which fosters a broad and comprehensive understanding and acceptance of one's own and others' culture and ethnicity in addition to fostering empathy, and constructive and harmonious relations among peoples of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment and stresses the acquisition of skills in analysis, communication and inter-group relations, which enables one to function effectively in varying cultural environments. Multiculturalism recognizes the diversity of the cultural differences which exist in society. It endorses a society in which individuals of all cultures are accepted and accorded respect. It encourages a positive acceptance of races, religions and cultures, and recognizes such



diversity as healthy. For further information, see *Multicultural Education* (Saskatchewan Education, 1994).

## **Treaty Education**

The Saskatchewan Ministry of Education is committed to providing the appropriate supports and programs that reflect and affirm the unique status of First Nations and Métis people – Treaty Education. Four Treaty Education goals have been identified as the basis for building understanding and nurturing appreciation. These goals are based upon the Treaty Essential Learnings and are intended to be addressed through various subject areas, including Personal Fitness 20L and 30L as able and appropriate, and include:

- **Treaty Relationships:** By the end of grade 12, students will understand that Treaty relationships are based on a deep understanding of peoples' identity which encompasses: languages, ceremonies, worldviews, and relationship to place and the land.
- **Spirit and Intent of Treaties;** By the end of grade 12, students will recognize that there is interconnectedness between thoughts and actions which is based on the implied and explicit intention of those actions. The spirit and intent of Treaties serve as guiding principles for all that we do, say, think, and feel.
- **Historical Context of Treaties:** By the end of grade 12, students will acknowledge that the social, cultural, economic, and political conditions of the past played and continue to play a significant role in both the Treaty reality of the present and the reality they have yet to shape.
- **Treat Promises and Provisions:** By the end of grade 12, students will appreciate that Treaties are sacred covenants between sovereign nations and are the foundational basis for meaningful relationships that perpetually foster the well-being of all people

While each of four Treaty Education goals are presented separately, these goals can only be understood when considered as parts of a whole. The outcomes and indicators at each grade level are designed to engage learners on a journey of inquiry and discovery. When meaningfully and thoughtfully incorporated into subject areas, Treaty Education moves beyond an idea to become actualized as a belief that benefits all learners. For further information, see *Treaty Education Outcomes and Indicators* (Saskatchewan Ministry of Education, 2013).

## **Saskatchewan and Canadian Content and Perspectives**

Personal Fitness 20L and 30L encourages students to explore identity in this province and in Canada. It is important that students become familiar with their own heritage and surroundings. If they study Saskatchewan and Canadian culture students will recognize themselves, their environment, their concerns and their feelings expressed in many different ways. They will learn that both similarities and differences between various identities in Saskatchewan and Canada are cause for celebration.

## **Gender Equity**

Gender equity ensures quality education for all students and is essential to create an educational environment free of misconception and gender bias. Increased understanding can facilitate this understanding along with the use of gender balanced material and non-sexist teaching strategies. The creation of an equitable learning environment and developing cognizance of misinterpreted stereotypes, the roles gender plays, and the respect between them will be explicitly incorporated into Personal Fitness 20L and 30L teaching and learning opportunities. For further information, see *Gender Equity: A Framework for Practice* (Saskatchewan Education, 1992).

### **Resource-Based Learning**

Resource-based instruction is an approach to learning in which students use a variety of types of resources to achieve foundational and related learning objectives and reflects a student-centered approach to instruction. Teachers are encouraged to assess their current resource collection, identifying those that continue to be useful, and to acquire new resources in order to provide students with a broad range of perspectives and information. For further information, see *Resource-Based Learning Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centers* (Saskatchewan Education, 1987), and *Selecting Fair and Equitable Learning Materials* (Saskatchewan Education, 1991).

Personal Fitness 20L and 30L is a resource-based, student-centered program with a goal to develop the abilities and attitudes that students will, in turn, incorporate into their values, beliefs, and lifestyle. The curriculum content and its delivery will encourage students to be independent and lifelong learners.

### **Career Development and Exploration**

The integration of career development competencies across curricula Personal Fitness 20L and 30L and to connecting learning to life/work is part of a broad career development strategy designed to equip students with the skills required to achieve fulfillment in personal, social, and work roles through exposure to a career building process. The career development framework, as outlined by *Blueprint for Life/Work Designs* includes the continuous development of the following competencies. For further information, see *Blueprint for Life/Work Designs* (<http://206.191.51.163/blueprint/home.cfm>).

Personal Management:

- Building and maintaining a positive self-image
- Interacting positively and effectively with others
- Changing and growing throughout one's life

Learning and Work Exploration:

- Participating in lifelong learning supportive of life/work goals
- Locating and effectively using life/work information
- Understanding the relationship between work and society/economy

Life/Work Building:

- Securing, creating, and maintaining work

- Making life/work enhancing decisions
- Maintaining balanced life and work goals
- Understanding the changing nature of life/work roles
- Understanding, engaging in, and managing one's own life/work building processes.

Utilizing the Blueprint for Life/Work Designs will help make students' career development intentional. Specific Blueprint for Life/Work Designs objectives to be addressed through Personal Fitness 20L and 30L include:

Personal Management:

- 1.3 b5 Adopt behaviours and attitudes that project a positive self-image.
- 1.3 b6 Adopt behaviours and attitudes conducive to reaching one's personal, social, educational and professional goals.
- 1.3 d1 Improve one's self-image in order to contribute positively to one's life and work.
- 3.3 d1 Adopt habits and engage in experiences that maintain or improve one's mental and physical health.

Learning and Work Exploration:

- 4.3 b1 Demonstrate life-long learning behaviours and attitudes that contribute to achieving personal and professional goals.
- 5.3 b2 Consult key personnel in selected work roles as information resources, role models and/or mentors.

Life/Work Building:

- 8.3 a7 Understand how personal values may influence one's choices and actions.
- 9.3 a5 Understand the importance and impact of leisure activities in one's life.
- 9.3 b2 Plan and experience leisure activities that contribute to a balanced life.
- 9.3 c2 Examine one's leisure activities and determine which ones contribute to a balanced life.
- 11.3 a5 Understand the importance of pursuing one's short-term action plans.

## Examples of Instructional Approaches

Students learn best when they are active, exploring, questioning/searching for meaning, investigating/ experimenting, looking for connections/relationships/patterns, sharing/discussing with others and reflecting. Considering how students learn, the optimal conditions for learning and the learning skills needed to develop an effective program that focuses on improved student learning. In addition, by beginning with a topic of deep interest to students, they are more willing to engage in activities which reinforce and build their skills. When planning for instruction, care will be taken to

- ensure developmental stages, learning preferences styles, environment, and needs are considered
- create conditions for optimal learning by considering the full range of teaching and learning strategies.
- help students develop effective learning skills to participate in learning (e.g., working independently, self-assessment, setting goals and monitoring progress, adapting to change, inquiry skill), interact positively with others (e.g., self-management, getting along with others, social responsibility), and plan their present and future lives and to determine the learning required to implement the plan (e.g., self-assessment, exploring and obtaining information, awareness of opportunities).

### Direct Instruction

*Lecture:* an oral presentation of facts or principles during which the learner is responsible for taking appropriate notes

*Demonstrations/ modelling:* performing a skill or activity in order to show how to do it

*Didactic Questions:* guiding students to predetermined learning through the use of lower order questions

*Drill and Practice:* repetition of fundamental skills to enhance speed and accuracy of performance

*Guides for Reading, Listening, and Viewing:* structured formats intended to direct students to appropriate learning expectations in reading, listening, or viewing

### Indirect Instruction

*Problem Solving:* an organized process for solving a problem

*Research;* gathering and interpreting data on a specific topic

*Case Studies:* investigation of a specific event, situation, or person to develop an understanding of factors that can be generalized to other situations

*Concept Formation:* an inductive thinking strategy in which students sort, classify, and/or group items, ideas, opinions, into categories to draw inferences, make generalizations, and develop concepts

*Concept Attainment:* clarifying a concept by providing positive and negative examples of that concept

*Reflection:* process of thinking about and connecting ideas, experiences, and learning

*Debate*: the presentation of opposing sides of an issue by two teams/individuals before an audience or judge

### Interactive Instruction

*Cooperative Learning*: a variety of interdependent learning structures where students learn in small heterogeneous groups

*Jigsaw*: Students are divided into “home” groups. Each student in the group moves into a different expert group to gather information (provided by the teacher or through research) and then goes back to the home group to share that information

*Think/Pair/Share*: Students begin thinking about a concept on their own, then work with a partner to share and discuss ideas

*Snowballing*: pairs of students begin sharing ideas. After a few minutes, the pairs join with another pair to form a group of four to share ideas. The groups continue to combine to form groups of eight, then 16. New ideas are added and discussed

*Numbered Heads*: Numbered heads is a structure whereby students number off, e.g., four in a group, and the teacher poses a problem and sets a time limit for each group to investigate. The teacher calls a number and the student with that number in each group responds.

*Learning Circles*: small groups of students who discuss a common test, topic, or problem in order to deepen understanding

*Brainstorming*: a group activity in which participants are encouraged to think uncritically about all possible ideas, approaches, or solutions

*Role Playing*: assuming the role of another and acting out a situation to develop understanding and insights

*Peer Coaching*: a structured situation where students teach and learn from each other

*Experiential Learning*: A situation requiring a high level of active involvement in his/her own learning that is inductive, learner centred and activity oriented. .

### Independent Instruction

*Independent Project*: a formal assignment on a topic related to the curriculum

*Learning Centres*: a specially organized space containing specific resources and/or equipment

*Learning Contracts*: a plan of instruction allowing students to proceed at their own rate in learning specified material

### Inquiry Instruction

*Mini Inquiry*: spontaneous inquiry for which students are provided the opportunity to ask questions, search for and find information relatively quickly, and satisfy curiosity

*Curricular Inquiry*: inquiry for which content and concepts are determined by provincial or locally developed outcomes.

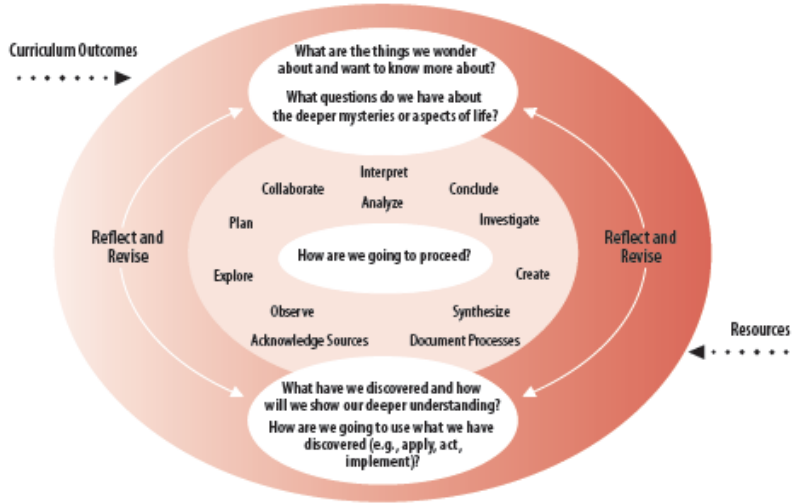
*Open Inquiry*: inquiry for which students are provided the opportunity to select a topic of inquiry with teacher guidance

*Project/Problem/Design-Based Learning (PBL/PBL/DBL)*: inquiry that results in the completion of an product, event, or presentation to an audience (project-based learning); define a problem and identify solutions (problem-based learning); or design and create an artifact that requires application and understanding (design-based learning)

*Inquiry Continuum:*

- ← Teacher Directed – Collaborative – Student Directed →
- ← Large Group – Small Group – Individual →
- ← Intra-disciplinary – Inter-disciplinary →
- ← Mini – Curricular – Open (PBL/PBL/DBL) →

**Constructing Understanding Through Inquiry**



## Examples of Assessment and Evaluation Techniques

Assessment and evaluation are ongoing and serve different purposes at different times.

|              | <i>Diagnostic Assessment</i>                                                                          | <i>Formative</i>                                                                                                                                        |                                                                                                                                                          | <i>Summative Evaluation</i>                                                                                   |
|--------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|              |                                                                                                       | <i>Assessment</i>                                                                                                                                       | <i>Evaluation</i>                                                                                                                                        |                                                                                                               |
| <b>What?</b> | - assessing what students know and are able to demonstrate prior to instruction                       | - assessing what students know and are able to do as they progress through the learning and practice opportunities                                      | - evaluating what students know and are able to do at certain points during the process of learning and practicing                                       | - evaluating students' demonstration of what they know and are able to do at the end of the instruction       |
| <b>When?</b> | - occurs before instruction begins                                                                    | - is ongoing as students learn and practice                                                                                                             | - occurs at one or more checkpoints throughout the process of learning and practicing                                                                    | - occurs at the end of the instructional unit, e.g., unit, course, and will not be judged again in the course |
| <b>Why?</b>  | - helps determine starting points and helps the teacher program appropriately for individual students | - provides ongoing meaningful feedback to help students improve as the learning/ practice builds, becomes more complex and connects with other learning | - provides a snapshot of students' achievement, e.g., mark, level at specific points in the course before the final demonstration (summative evaluation) | - provides students with the opportunity to synthesize knowledge and skills and demonstrate their achievement |

|             | <i>Diagnostic Assessment</i>                                                                             | <i>Formative</i>                                                                             |                                                                                                                                                                                                                                    | <i>Summative Evaluation</i>                                                                                                                                                                                                                                                                             |
|-------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>How?</i> | - assessment strategies to provide a holistic picture of the learning students have acquired in the past | - assessment strategies to provide opportunities for students to learn and practise          | - strategies that are relevant to:<br>a) the expected learning;<br>b) the point students have progressed to in the learning process;<br>c) The summative evaluation (demonstration) planned for the end of the instructional unit. | - strategies that:<br>a) require students to synthesize and apply the key learnings;<br>b) require students to demonstrate learning in new or unfamiliar context (but not new learning);<br>c) present students with engaging, challenging problems;<br>d) allow for individual student accountability. |
| <i>Note</i> | - information from diagnostic assessments must not count towards the final grade                         | - formative assessment may be taken into consideration in determining students' final grades | - formative evaluation may count towards students' final grades                                                                                                                                                                    | - summative evaluation will always count towards students' final grades                                                                                                                                                                                                                                 |

Under each of these categories, there are various types of assessment strategies. Some examples have been listed above beside each assessment method.

One of the critical professional judgments teachers must make is to appropriately match the assessment strategy (ies) to the type(s) of learning being assessed. There are a wide variety of assessment strategies available to teachers. Assessment strategies are what the teacher will have the students doing to demonstrate their learning.



## **Specific Examples of Instructional Approaches and Corresponding Formative and Summative Assessment and Evaluation Techniques**

### **Outcomes**

20L.4 To understand components of specific types and styles of workouts

20L.6 To understand safe training methods

### **Overview**

Students will be expected to demonstrate a practical application of safe training methods as they perform a wide variety of physical training workouts. Safe training topics include appropriate attire and footwear, correct running technique, safe weight lifting techniques, appropriate use of equipment, and the principles of frequency, intensity, duration and rest. These topics and principles will be applied to a variety of training programs and workout styles including cardiovascular (aerobic, anaerobic lactic and anaerobic alactic), muscular endurance (circuits, resistance training), muscular strength (resistance training), flexibility (stretching, yoga), and core strength (Swiss ball exercises, body weight core exercises, medicine ball exercises). Implicit in this instruction is that students must be consistently in class and on-time in order to receive all necessary instruction, and to perform all facets of the workouts.

### **Instruction and Assessment**

In the early part of the course, instruction will be provided to introduce the students to the variety of workouts, and the appropriate safety principles. As each workout style is introduced, students will be led through an opportunity to perform a series of teacher-guided workouts. The instruction will be organized so that students are developing base fitness levels and techniques (ex. muscular endurance, cardiovascular training, core training) early in the semester, and then building toward more challenging training activities (ex. muscular strength, power). Student independence will also be increased as the semester progresses. At the beginning, the teacher will be highly active in leading and guiding workouts, and monitoring safety and technique. Later in the semester, the teacher will allow the students to work more independently, but will continue to monitor ongoing safe practices and proper techniques.

A sample assessment is provided:

Personal Fitness 20L Monthly Assessment - Participation and Safety

Student Name: \_\_\_\_\_

Month: \_\_\_\_\_

Attendance: \_\_\_\_\_

Punctuality: \_\_\_\_\_

| Activity Participation and Safety                                                                                            | Consistently5 | Frequently<br>4 | Occasionally3<br>-2 | Rarely<br>1 |
|------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------|---------------------|-------------|
| Intently demonstrates relevant techniques and understanding of principles for each workout                                   |               |                 |                     |             |
| Exhibits correct techniques for a variety of workouts                                                                        |               |                 |                     |             |
| Attends all classes, and is ready to begin at the beginning of the class.                                                    |               |                 |                     |             |
| Challenges themselves daily to reach a high level of intensity appropriate to the activity and their personal fitness level. |               |                 |                     |             |
| Dressed in appropriate workout attire                                                                                        |               |                 |                     |             |
| Uses equipment correctly, safely, and respectfully. This includes cleaning and replacing equipment properly                  |               |                 |                     |             |
|                                                                                                                              |               |                 |                     |             |

Teacher Feedback:

## **Specific Examples of Instructional Approaches and Corresponding Formative and Summative Assessment and Evaluation Techniques**

### **Outcomes**

- 30L.1 To review individual health status
- 30L.2 To set and plan for personal fitness goals to meet specific fitness needs
- 30L.3 To identify and understand components of health related and skill related fitness
- 30L.4 To design a personal workout program based on specificity for their goals and incorporating workout components and methods
- 30L.9 To become informed personal fitness consumers

### **Overview**

After receiving instruction and practice in a variety of workout types, students will plan their own program for approximately the last half of the semester. The program should be based on the student's personal fitness needs and goals, and must incorporate the techniques and principles learned previously in class (including previous physical education classes like Physical Education 9, Wellness 10 and Personal Fitness 20L).

### **Instruction and Assessment**

Necessary components of the plan include warm-up, flexibility, appropriate health and or skill related fitness targets, cool down, and personal goals and assessment. Besides integrating content from previous class learning, students will also be encouraged to access other resources (web sites, personal trainers, articles, etc.) and thoughtfully integrate them appropriately in their plan. The student's daily participation will be self-directed, but the program must have initial approval by the teacher, and will have on-going supervision from the teacher. The program should be designed to help students work toward fitness goals that are based on specific and measurable outcomes (weight, time, distance, etc.).

The teacher may choose to have students working independently three days a week, and then provide directed lessons or workouts on the other days.

A sample assignment and rubric are included:

## Personal Fitness 30 Personal Training Plan Assignment

As you get close to completing the required hours for the course each student is going to hand in a personal fitness plan and workout. Each student should have had the opportunity to try three or four different programs and establish what type of training works best for them and which program facilitated the greatest results. Using that knowledge you will need to create a 10 week training program (two five week workout routines) that incorporate either a base, muscular strength, muscular hypertrophy, muscular power, or cardio specific program. You cannot use any of the programs that have been provided already.

The criteria and expectations for this assignment are mentioned below.

- 1) Provide three short and three long term goals for your personal fitness and state how your program will assist you in achieving those goals.
- 2) The two workout programs should be a minimum of three days a week.
  - The programs must be different from one another in what they are trying to train.
  - There needs to be a warm up stated on the sheet that should be done before every workout.
  - The names of each exercise, sets and reps should be clearly stated (includes notification if the exercises should be supersets or not)
    - o Can provide a space to write down what weight you used as well but this is optional
  - How long of a rest between exercises
  - Present a core workout after each workout
- 3) A list of references or resources that you used to create your programs (personal trainers, magazines, books, websites)
- 4) End of Class Reflection Questions
  - a) Did you achieve the goals you initially set out for yourself while taking this class?
  - b) What improvements did you see? What do you wish you improved on more? Why did you not improve in these areas?
  - c) How and why did you choose the workout programs for this assignment? Do you think the programs you made are reasonable? Are they easy/difficult? Why?
  - d) Do you think your programs are for everyone or a specific group of people?
  - e) What did you like best about this class and what did you like least? If you could teach the class what changes would you make?

The final assessment will be evaluated using the following rubric

| Criteria                                                                                                                                                                  | Personal Fitness Assignment                                                                                                                                                     |                                                                                                                                                                                              |                                                                                                                                                                                             |                                                                                                                                                                                          |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                                                                                                                                                                           | Level 1 (0-5)                                                                                                                                                                   | Level 2 (5-6.5)                                                                                                                                                                              | Level 3 (6.5-8)                                                                                                                                                                             | Level 4 (8-10)                                                                                                                                                                           | K&U         |
| <b>Knowledge &amp; Understanding</b><br><br>*Demonstrates format given knowledge of appropriate exercises for fitness components.<br><br>*Goals set based on format given | Shows limited knowledge of exercises                                                                                                                                            | Shows some knowledge of exercises                                                                                                                                                            | Shows considerable knowledge of exercises                                                                                                                                                   | Shows thorough knowledge of exercises                                                                                                                                                    | —<br><br>10 |
|                                                                                                                                                                           | Limited knowledge of goal-setting                                                                                                                                               | Some knowledge of goal-setting                                                                                                                                                               | Considerable knowledge of goal-setting                                                                                                                                                      | Thorough knowledge of goal-setting                                                                                                                                                       |             |
| <b>Thinking &amp; Inquiry</b>                                                                                                                                             | Level 1 (0-5)                                                                                                                                                                   | Level 2 (5-6.5)                                                                                                                                                                              | Level 3 (6.5-8)                                                                                                                                                                             | Level 4 (8-10)                                                                                                                                                                           | T&I         |
| *Appropriate Goals set<br><br>* Plan developed based on personal needs<br><br>*Reflection                                                                                 | Inappropriate goals set<br><br>_Personal needs met in a limited way<br><br>Limited reflection                                                                                   | Somewhat appropriate goals set<br><br>Personal needs somewhat met<br><br>Somewhat limited reflection                                                                                         | Reasonably appropriate goals set<br><br>Personal needs met in a considerable way<br><br>Reasonably insightful reflection                                                                    | Appropriate goals set<br><br>Personal needs met in a substantial way<br><br>Thorough and insightful reflection                                                                           | —<br><br>10 |
| <b>Communication</b>                                                                                                                                                      | Level 1 (0-5)                                                                                                                                                                   | Level 2 (5-6.5)                                                                                                                                                                              | Level 3 (6.5-8)                                                                                                                                                                             | Level 4 (8-10)                                                                                                                                                                           | COMM        |
| *organizes information with clarity and focus<br><br>* Resources listed in proper format<br><br>*Language Conventions                                                     | Communicates ideas with limited clarity and focus<br><br>Limited resources listed from one medium and in improper format<br><br>Uses language conventions with limited accuracy | Communicates ideas with some clarity and focus<br><br>Several (3-4) resources listed, from more than one medium, mostly in proper format<br><br>Uses language conventions with some accuracy | Communicates ideas with considerable clarity and focus<br><br>Many (5-6) resources listed in proper format from several mediums<br><br>Uses language conventions with considerable accuracy | Communicates ideas with substantial clarity and focus<br><br>Extensive resources listed in proper format from several mediums<br><br>Uses language conventions with substantial accuracy | —<br><br>10 |

## Course Overview

### Big Ideas and Questions for Deep Understanding

| Personal Fitness 20L                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Big Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Physical fitness program considerations</li> <li>• Personal goal setting<br/><i>* this outcome revisited throughout course</i></li> <li>• Components of fitness – health</li> <li>• Components of a workout</li> <li>• Muscular and skeletal systems – anatomy</li> <li>• Safe training methods</li> <li>• Health and nutrition</li> <li>• Risk factors associated with inactivity</li> <li>• Considerations for physical fitness consumers</li> </ul> | <ul style="list-style-type: none"> <li>• What is fitness? How can fitness be improved?</li> <li>• What is an effective method to set goals? What type of fitness program is best suited to me?</li> <li>• How can fitness health be improved?</li> <li>• What makes a workout effective? How does the human body move?</li> <li>• How can fitness be improved in safe and healthy ways?</li> <li>• What is important to know about health and nutrition when working on improving fitness?</li> <li>• Why is activity important?</li> <li>• How are media and fitness connected?</li> </ul>                                                                                                                                                                                                                                                                                                                                   |
| Personal Fitness 30L                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Big Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Personal health status</li> <li>• Personal goal setting<br/><i>*this outcome revisited throughout course</i></li> <li>• Components of fitness – skill</li> <li>• Personal workout specificity and its components</li> <li>• Soft tissue – functions, injury, and treatment</li> <li>• Safe training methods</li> <li>• Nutrition for performance</li> <li>• Holistic health</li> <li>• Considerations for physical fitness consumers</li> </ul>        | <ul style="list-style-type: none"> <li>• What is health? How is personal health determined? What is my personal health status?</li> <li>• What is an effective method to set goals? What is an appropriate personal health goal for me?</li> <li>• How can I improve my fitness skills be improved?</li> <li>• How do I create a fitness program that is right for me?</li> <li>• What is important to know about soft tissue? What are common soft tissue injuries? How are soft tissue injuries treated?</li> <li>• How do I perform technical and demanding fitness exercises safely?</li> <li>• How do I best meet my body’s nutritional needs?</li> <li>• How does fitness impact health?</li> <li>• How do I determine accuracy of consumer information? What do I need to know to make smart consumer choices in terms of health and fitness information and purchase and access of equipment and services?</li> </ul> |

## Outcomes and Indicators

### Personal Fitness 20L

#### Outcome:

**Identify and evaluate various physical fitness programs to meet their fitness needs and interest**

| Indicator                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------|
| Students will engage in a variety of cardiovascular fitness programs focusing on aerobic, anaerobic lactic and anaerobic a-lactic fitness |
| Students will engage in a variety of muscular endurance fitness programs (circuits, resistance training, hypertrophy, core, etc.)         |
| Students will engage in a variety of muscular strength fitness programs (resistance training)                                             |
| Students will engage in a variety of flexibility fitness programs (stretching, yoga, foam, rolling, etc.)                                 |
| Students will gain a familiarity with adapted physical fitness programs                                                                   |

#### Outcome: personal fitness goals setting

|                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will recognize their current physical fitness levels (cardiovascular, muscular endurance, strength, flexibility, body composition)            |
| Students will compose personal fitness goals based on fitness levels                                                                                   |
| Students will explore various training programs to meet fitness goals (resistance training, circuit training, workout videos, cross-fit, etc.)         |
| Students will identify possible external obstacles that may hinder their ability to meet their fitness goals (environment, cost, facility, etc.)       |
| Student will identify personal obstacles that may hinder their ability to meet their fitness goals (time management, disability, health concerns etc.) |

#### Outcome: to identify and understand components of health related fitness.

| Indicator                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will understand and apply principles and strategies to improve cardiovascular fitness (frequency, intensity, duration, target heart rate, etc.) |
| Students will understand and apply principles and strategies to improve muscular endurance (frequency, intensity, duration)                              |
| Students will understand and apply principles and strategies to improve muscular strength (frequency, intensity, duration)                               |
| Students will understand and apply principles and strategies to improve body fat composition (exercise and diet)                                         |
| Student will understand and apply principles and strategies to improve flexibility (static and ballistic)                                                |
| Student will design methods to evaluate personal improvements on the health related fitness components (objective tests and measurements)                |

**Outcome: To understand components of specific types and styles of workouts**

| <b>Indicator</b>                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will perform proper warm-up techniques (dynamic movement, form running, etc.)                                                                                        |
| Students will integrate a variety of methods and exercises to improve cardiovascular fitness (jogging, sprinting, exercise videos, gym cardio equipment, etc.)                |
| Students will integrate a variety of methods and exercises to improve flexibility (static and ballistic stretching, proprioceptive neuromuscular facilitation, rolling, etc.) |
| Students will integrate a variety of methods and exercises to improve muscular strength (weight training, resistance machines, and body weight)                               |
| Students will integrate a variety of methods and exercises to improve muscular endurance (weight training, resistance machines, and body weight)                              |
| Students will be exposed to core strength training methods (exercise ball, floor abdominal and lower back exercises, exercise videos, etc.)                                   |
| Students will implement core strength training methods to enhance workout programs                                                                                            |
| Student will recognize the importance of target heart rates in physical workouts (aerobic, anaerobic lactic, anaerobic a-lactic)                                              |

**Outcome: To acquire knowledge of the muscular system**

| <b>Indicator</b>                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------|
| Students will be able to identify anatomical position                                                                                    |
| Students will recognize and label basic human skeletal system (major bones and groups of smaller bones)                                  |
| Students will recognize and label basic muscle groups and locations (major muscle groups as they pertain to joint movement and exercise) |
| Students will differentiate between muscle contractions (concentric, eccentric, amortization)                                            |
| Students will understand opposing muscle groups (biceps/triceps, quadriceps/biceps femoris, etc.)                                        |

**Outcome: To understand safe training methods**

| <b>Indicator</b>                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will use appropriate workout attire (footwear and clothing)                                                                                    |
| Students will demonstrate proper running form and technique to prevent injuries (stride length, foot strike, body posture and alignment, and breathing) |
| Students will understand the importance of proper lifting technique (safety, fitness improvements, and appropriate use of equipment)                    |
| Students will demonstrate proper lifting technique (tempo, breath control, posture, specific joint movement(s))                                         |
| Students will understand the importance of proper equipment usage (safety, fitness improvements, and reduced damage and wear and tear on equipment)     |
| Students will describe the function of a variety of fitness equipment (cardio machines, cable machines, plate-loaded machines, benches, racks, etc.)    |
| Students will understand the concepts of frequency, intensity, and rest time for a variety of training methods                                          |
| Students will critique the various training methods they have been exposed too for personal                                                             |



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| application |
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**Outcome: To acquire a fundamental knowledge of nutrition as it applies to general fitness**

| <b>Indicator</b>                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will be able to list and understand the six main nutrients and how they are used by body (protein, carbohydrates, fat, vitamins, minerals, and water) |
| Students will be able to classify food into nutrient groups                                                                                                    |
| Students will understand how caloric intake and calorie expenditure effect body weight                                                                         |
| Students will understand what metabolism is and how it is affected by physical exercise                                                                        |
| Students will comprehend the importance of fluids and how to maintain hydration for personal health                                                            |
| Students will compare and contrast different types of diets and nutrition fads                                                                                 |
| Students will assess and make revision to their current eating habits and routines                                                                             |

**Outcome: to know the risk factors associated with inactivity**

| <b>Indicator</b>                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------|
| Students will be able summarize obesity and identify health risks (hypertension, heart disease, back pain, diabetes, etc.)             |
| Students will be able define high blood pressure and identify health risks (heart disease, stroke, etc.)                               |
| Students will identify lower back problems related to various health risks (obesity, poor posture, etc.)                               |
| Students will be able to recognize health risk factors that may lead to a heart attack (obesity, sedentary lifestyle, poor diet, etc.) |
| Students will be able to recognize health risk factors that may cause a stroke (obesity, sedentary lifestyle, poor diet, etc.)         |
| Students will understand and plan active lifestyle choices to limit the risk factor that are associated with a sedentary lifestyle     |

**Outcome: Becoming an informed physical fitness consumer**

| <b>Indicator</b>                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will understand how the media can positively or negatively influence personal fitness (Internet, magazines, celebrities, etc.)                                                                                                                  |
| Students will evaluate a variety of fitness equipment to make an informed consumer decision (cardio equipment, resistance training equipment, bands, kettle bells, etc.)                                                                                 |
| Students will evaluate variety of fitness programs to make an informed decision (Internet programs, print published programs, exercise videos, etc.)                                                                                                     |
| Students will compare and contrast how technology can enhance or limit their personal fitness (fitness apps, music playlists, on-line work-outs vs. distracting social media sites, and loud volume music that prevents communication with other people) |
| Students will incorporate technology into their personal fitness (fitness apps, music playlists, on-line workouts, etc.)                                                                                                                                 |

## **Personal Fitness 30L**

**Outcome: To review individual health status**

| <b>Indicator</b>                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will recognize will recognize their current physical fitness levels (cardiovascular, muscular endurance, strength, flexibility, and body composition)                         |
| Students will explore various training programs to meet their fitness goals (resistance training, circuit training, workout videos, crossfit, etc.)                                    |
| Students will identify and manage external obstacles that may hinder their ability to meet their fitness goals (examples: environment, facilities, cost, etc.)                         |
| Students will identify and manage personal obstacles that may hinder their ability to meet their fitness goals (examples: time management, disability, existing health concerns, etc.) |

**Outcome: To set and plan for personal fitness goals to meet specific needs**

| <b>Indicator</b>                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will identify the essential components of fitness that match their fitness needs (cardiovascular, muscular endurance, strength, flexibility, body composition, agility, balance, coordination, speed, power, and reaction time) |
| Students will compose personal fitness goals based on their current levels                                                                                                                                                               |
| Students will compose detailed training programs appropriate to their fitness needs                                                                                                                                                      |
| Students will create evaluation methods to measure their improvement and level of goal achievement (objective tests)                                                                                                                     |
| Students will revise and adapt their training programs based on their evaluation process                                                                                                                                                 |

**Outcome: To identify and understand components of health-related and skill-related fitness**

| <b>Indicator</b>                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will understand and apply principles and strategies to improve cardiovascular fitness (target heart rate, intensity, frequency, and duration) |
| Students will understand and apply principles and strategies to improve muscular endurance (frequency, intensity, and duration)                        |
| Students will understand and apply principles and strategies to improve muscular strength (frequency, intensity, and duration)                         |
| Students will understand and apply principles and strategies to improve flexibility (breath control, static/ballistic, and duration)                   |
| Students will understand and apply principles and strategies to improve body fat composition (calorie intake vs. activity level)                       |
| Students will understand and apply principles and strategies to improve agility (agility ladder, line grids, quick feet drills, etc.)                  |
| Students will understand and apply principles and strategies to improve balance (floor drills, Bosu/Swiss ball drills, balance while moving, etc.)     |
| Students will understand and apply principles and strategies to improve coordination (hand-eye and foot-eye)                                           |

|                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------|
| Students will understand and apply principles and strategies to improve speed (proper running technique, over-speed training, etc.) |
| Students will understand and apply principles and strategies to improve power (performing strength moves quickly)                   |
| Students will understand and apply principles and strategies to improve reaction time (visual, aural, and tactile reactions)        |
| Students will design methods to evaluate personal improvement in health-related and skill-related fitness (objective tests)         |

**Outcome: To design a personal workout program based on specificity for their goals and incorporating various workout components and methods**

|                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicators</b>                                                                                                                                                                         |
| Students will create and implement a warm-up appropriate to their workout method (form running, dynamic warm-up, sport-specific, etc.)                                                    |
| Students will create and implement a flexibility strategy appropriate to their workout method and fitness goals (sport performance, range of motion, injury prevention, etc.)             |
| Students will create and implement a strategy to develop their muscular system (endurance, strength, core, etc.) appropriate to their fitness goals                                       |
| Students will create and implement a strategy to develop their cardiovascular system (aerobic and anaerobic) appropriate to their fitness goals                                           |
| Students will create and implement a strategy to develop their skill-related fitness (agility, balance, coordination, speed, power, and reaction time) appropriate to their fitness goals |
| Students will create and implement a cool-down appropriate to their workout method (lower heart-rate, flexibility, relaxation, etc.)                                                      |

**Outcome: To understand the functions of various soft tissues, and describe strategies for injury treatment**

|                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicators</b>                                                                                                                                 |
| Students will identify proper anatomical position                                                                                                 |
| Students will recognize and label muscle groups and locations                                                                                     |
| Students will differentiate between muscle contractions (concentric, eccentric, and amortization)                                                 |
| Students will summarize the function of tendons (connect muscle to bone)                                                                          |
| Students will summarize the function of ligaments (connect bone to bone)                                                                          |
| Students will differentiate between various types of joint movement (rotation, flexion, extension, elevation, depression, etc.)                   |
| Students will identify and differentiate between various soft tissue injuries (strain, sprain, contusion, tendonitis, etc.)                       |
| Students will apply appropriate basic treatment methods for soft tissue injuries (rest, cryotherapy, thermotherapy, compression, elevation, etc.) |

**Outcome: To review and understand safe training methods**

|                                                                      |
|----------------------------------------------------------------------|
| <b>Indicators</b>                                                    |
| Students will use appropriate workout attire (footwear and clothing) |

|                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will demonstrate proper running form and technique to prevent injury and increase efficiency (stride length, foot strike, body posture and alignment, and breathing) |
| Students will apply and transfer principles of proper running technique to proper jumping technique (posture, alignment, upper and lower body movement, landing, etc.)        |
| Students will execute safe lifting techniques for resistance training                                                                                                         |
| Students will integrate a variety of equipment and facilities into their personal program                                                                                     |
| Students will apply appropriate levels of frequency, intensity, and rest time for their personal program                                                                      |
| Students will execute proper technique for advanced training methods (power lifting, plyometrics, etc.)                                                                       |

**Outcome: To acquire a fundamental knowledge of nutrition as it relates to the student's personal fitness goals**

|                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicators</b>                                                                                                                                                                                                                             |
| Students will list and understand the six main nutrients and how they are used by the body (protein, carbohydrates, fats, vitamins, minerals, and water)                                                                                      |
| Students will classify food into nutrient groups                                                                                                                                                                                              |
| Students will create a personal nutrition plan appropriate for their personal training needs and fitness goals                                                                                                                                |
| Students will understand their personal metabolism and how they can increase their basal metabolic rate                                                                                                                                       |
| Students will apply hydration plans appropriate for their personal training needs and fitness goals (water, sports drinks, and other drinks)                                                                                                  |
| Students will understand the functions of a variety of diet supplements available on the market (protein, creatine, pre-workout drinks, multivitamins, etc.), and discern between what is healthy or unhealthy, and beneficial or unnecessary |

**Outcome: To understand the relationship between physical health and mental, emotional and social health**

|                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indicators</b>                                                                                                                                     |
| Students will experience yoga or other physical relaxation activities                                                                                 |
| Students will understand and implement principles of healthy levels of rest and sleep                                                                 |
| Students will experience and implement mental/emotional relaxation techniques                                                                         |
| Students will compare and contrast the benefits of a variety of physical therapy treatments (massage, physiotherapy, acupuncture, chiropractic, etc.) |
| Students will identify stressors in their lives, and apply strategies to deal with stressors                                                          |
| Students will understand the benefits of physical activity in helping to manage depression and other mental illnesses                                 |
| Students will experience the social benefits of training with peers                                                                                   |

**Outcome: To become informed personal fitness consumers**

|                                                                                                              |
|--------------------------------------------------------------------------------------------------------------|
| <b>Indicators</b>                                                                                            |
| Students will differentiate between credible and non-credible sources of fitness information on the Internet |

|                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students will evaluate fitness facilities to make informed decisions on potential membership (cost, contract term, equipment and facility, training and consulting services, location, clientele, etc.)   |
| Students will evaluate personal trainers to make informed decisions regarding potential training partnerships (certification, personality, references, etc.)                                              |
| Students will make an initial assessment of injuries or health problems, and access appropriate health care services (emergency, family physician, massage, physiotherapy, chiropractic, dietician, etc.) |
| Students will evaluate current fitness trends in light of established health and training principles                                                                                                      |

## Instructional Materials

Anderson, Bob. Stretching - 20th Anniversary Revised Edition. Shelter Publications Inc. Bolinas, CA. 2000

Developing Athletic Abilities - Reference Manual. National Coaching Certification Program 2013

Insanity: 60-Day Total Body Conditioning Workout DVD Program. Beachbody. 2011

Psychology of Performance - Reference Manual. National Coaching Certification Program. 2013

## Evaluation of the Locally Developed Course Study

Following the completion of this Locally Developed Course, instructors will complete and submit the following questionnaire within two weeks of completing the course. Completed questionnaires can be faxed to:

Supervisor of Instruction  
Regina Public Schools  
Phone (306) 523-3136  
Fax (306) 523-3031

1. Enrolment
  - a. How many students enrolled in this course?
  - b. How many students successfully completed this course?
  - c. Which semester did you offer this course?
2. Reflection
  - a. What successes were experienced in the teaching and learning of this course?
  - b. What challenges were experienced in the teaching and learning of this course? Explain.
    - Be sure to reference
      - Learning outcomes
      - Core curricular components and initiatives
      - Career development competencies
      - Instructional approaches
      - Assessment and evaluation techniques
      - Instructional materials
3. Interpretation
  - a. How might successes identified be enhanced? What supports might be required? Explain.
  - b. How might challenges identified be overcome? What supports might be required? Explain.
  - c. What revisions, additions, deletions, would you recommend be made to this course as currently developed? Explain.