



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Okanagan Skaha	School District 67
Developed by: Rob Gunning	Date Developed: March 2, 2018
School Name: Penticton Secondary School	Principal's Name: Chris Van Bergeyk
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Weight Training	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Weight room at Penticton Secondary school. Make use of all fitness equipment in our weight room. We may also use our gymnasium, dance studio and our field and track outside.

Course Synopsis:

This course is designed to introduce the development of fitness through the use of weight training. Weight Training 10 will reinforce and augment theories and practices in the field of Progressive Resistance Exercise (PRE). In addition to the safe and practical use of weight training facilities, the course will explore the facts and fallacies relative to nutrition, supplementation, and technology associated with fitness through

weight training. This course is designed to be an experimental learning situation through the use of weight training equipment and practical demonstrations. Evaluation will be based on performance in group and individual settings. Weight Training 10 is intended to offer students an opportunity to explore fitness through Progressive Resistant Exercise Training. The course will introduce a variety of training techniques to students.

Goals and Rationale:

The aim of Weight Training 10 is to allow students the opportunity to apply knowledge, skills and attitudes which will enable them to gain an understanding of PRE training techniques used throughout the world. The students will be exposed to a variety of practices, principles, and technologies used today in weight training. The culmination of this exposure/exploration will allow students to determine fitness objectives, develop, implement and maintain a program to meet those goals. Skills and knowledge acquired via practical lab and co-operative learning will enhance the student's ability to address fitness/health issues in their future living situation. A special emphasis will be placed on the environmental factors specific to weight training facilities. Students can expect to cover the safety, procedures and equipment understandings to a more detailed level than more general Physical and Health Education courses in our school.

Goals:

- Students will understand how to safely perform various exercises in our weight room
- Students will be able to set fitness goals based on their own experience and aspirations
- Students will be able to try various training techniques and exercises and decide which ones work best for them in working towards their goals
- Students will begin to build a program that addresses their goals, and allows them to improve their own fitness and health
- Students will be able to look at health and nutrition information on line and critically think about its' accuracy

Aboriginal Worldviews and Perspectives:

“Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).” (First Peoples Principles of Learning)

Personal health and nutrition are important to all of us, and going through the self-examination and experiential learning that takes place in this course will have an impact for a lifetime. Many facets of this course will closely align with the First People Principles of Learning.

BIG IDEAS

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

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

Exploring a variety of training techniques and exercises will build our own level of experience.

Setting personal health and fitness goals and beginning to design a program to help achieve them, will increase overall health and **well-being**.

Establishing positive attitudes towards health and fitness can impact us for a lifetime.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><i>Students are expected to be able to do the following:</i></p> <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activities designed to enhance and maintain health components of fitness • Identify, apply, and reflect on strategies utilized to pursue personal fitness goals • Identify and describe the relationship between healthy eating, overall health, and performance in fitness activities • Analyze health messages from a variety of sources and describe their potential influences on health and well-being • Analyze and critique a variety of fitness myths and fads • Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in physical activities 	<p><i>Students are expected to know the following:</i></p> <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • anatomical terminology, including terms of reference, muscular contractions, and joint movements • skeletal system, including bones and joints • ways to train the muscular and cardiovascular systems • muscular system • cardiovascular system • components of an exercise session <ul style="list-style-type: none"> — warm up — exercise portion — cool down • exercise safety and etiquette <ul style="list-style-type: none"> — proper use of equipment and facilities — spotting and working out with a partner

Human anatomy and physiology

- Identify and describe how muscles produce movement in different parts of the body and how to train those muscles
- Identify and describe the influences of different **training styles** on fitness results

Principles of training

- Explore various exercise techniques for a variety of fitness activities
- Create and implement a **personalized fitness program**
- Identify and describe how different types of fitness activities influence the muscular system and the cardiovascular system

Social responsibility

- Demonstrate appropriate behaviours in different types of fitness activities and environments
- Apply safety practices in different types of fitness activities, for self and others

- ways to monitor and adjust physical exertion levels, including heart rate monitoring and percentage of **One Repetition Maximum**
- training principles to enhance personal fitness levels, such as the **FITT principle**, **SAID principle**, and **specificity**
- effects of different types of fitness activities on the body
 - resistance training
 - cardiovascular endurance
 - flexibility
- sources of health information, including professional documents, health and fitness magazines, and advertisements
- influences of food choices and eating patterns on physical performance

Big Ideas – Elaborations

Fitness: the quality or state of being fit

Intensity: Degree of effort we are applying to our workout

Well-being: The state of being happy, healthy or prosperous

Curricular Competencies – Elaborations

Health components of fitness: Cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition

Health messages: On line and advertising information about health, nutrition and wellness

Fitness Myths: Misinformation about exercise and or exaggerations about the benefits of a certain exercise, diet or fitness trend

Training styles: Different approaches to exercise and workout programs

Personalized fitness program: A fitness or training program that is specifically designed for you and built around the goals you have set for yourself

Content – Elaborations

Muscular contractions: Concentric, eccentric and isometric contractions. How muscles move when they are subjected to a load

Cardiovascular system: The heart and lungs ability to move oxygen and nutrients to cells throughout the body

One Repetition Maximum: The maximal amount of force that can be exerted in one muscular contraction

FITT Principle: Frequency, Intensity, Time and Type. We must always consider all four of these areas when we are designing a program to meet our fitness and health goals.

SAID Principle: In physical rehabilitation and sports training, the **SAID principle** asserts that the human body adapts specifically to imposed demands. In other words, given stressors on the human system, whether biomechanical or neurological, there will be a Specific Adaptation to Imposed Demands

Content – Elaborations

Specificity: Our training program must be specifically designed to work towards the goals we have set for ourselves. For example, if we want to improve our flexibility, there must be stretching and range of motion exercises built into that program.

Recommended Instructional Components:

Direct Instruction

Demonstrations

Videos

Practical and experiential learning

Group and Partner Work

On line research

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

Formative:

Journals and logs to document programs

Self-assessment and reflection on personal progress

Summative:

Daily participation marks

Evaluation of student logs

Goal setting and reflection assignments

Tests and quizzes

Learning Resources:

Various digital resources for exercise instruction, nutrition, and trends in the fitness industry

Example: Canada's food guide

Aboriginal perspectives:

<http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf>

Additional Information: