



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #8	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Joe Moreira	Date Developed: April 30, 2018
School Name: Mount Sentinel	Principal's Name: Glen Campbell
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Fitness for Life	Grade Level of Course: 10, 11, 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Physical & Health Education 9

Special Training, Facilities or Equipment Required: Teacher certification BPE

Course Synopsis: This course is designed for students who have demonstrated a special interest in personal fitness as it relates to fitness for life, in particular personal fitness beyond sport games that are typically associated with school athletics.

Rationale: Fitness for Life is designed to provide participants with the knowledge and skills to examine and experience a variety of personal fitness programs with the intent of promoting a yearning for life-long fitness as an integral lifestyle practice.

Goals

- Develop an understanding for personal fitness options and opportunities
- Develop the knowledge and skills to critically examine commercial fitness programs in the marketplace
- Acquire an understanding of the relationship between fitness and other healthy lifestyle habits

Aboriginal Worldviews and Perspectives: *A declaration of First People's Principles of Learning & Perspectives*

- Learning is embedded in community, mentors, and history
- Learning is holistic, reflective, and experimental
- Supports the development of self in support of connecting with others.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- A positive learner centered approach
- The role of the teacher (leader or coach)

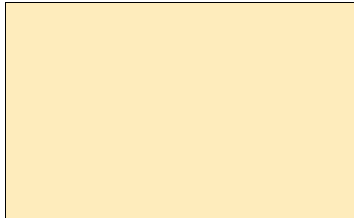
BIG IDEAS

Understanding the role of physical activity in our lives

Recognizing and determining the characteristics of personal fitness

Recognizing the impact of personal fitness on our health

Recognizing that personal fitness reinforces our commitment to healthy living



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy</p> <ul style="list-style-type: none"> • Identify preferred types of fitness activities • Identify and demonstrate motivating factors leading to re-enforcing personal fitness <p>Healthy and active living</p> <ul style="list-style-type: none"> • Identify and apply strategies leading to healthy living • Identify barriers that are a detriment to healthy living <p>Mental Well Being</p> <ul style="list-style-type: none"> • Recognize factors contributing to mental wellness • Describe the relationship interwoven with physical activity, mental wellness, and general health 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Characteristics of a personal fitness program • Proper technical mechanics required to develop a personal fitness program • Health benefits of physical activity • Variety of training principles • Sources of healthy activity resources • Signs and symptoms associated with stress and anxiety • Strategies for goal setting

Big Ideas – Elaborations

- Physical Activities – what factors influence choices for activity inclusion
- Fitness – What are the benefits of different types of personal fitness programs
- Program choices – Are some programs “better” than others
- Goal setting – How does goal setting impact my ability to achieve my personal goals

Curricular Competencies – Elaborations

- Identify the different types of personal fitness activities, including the skills required for each
- Identify motivating factors – for example: training alone or with buddy, music/no music, suitability of available equipment, etc
- Identify characteristics that lead to life-long personal fitness success

Content – Elaborations

- Personal fitness principles – frequency, intensity, time, whole body vs segmented workouts
- Monitoring and adjusting program routines
- Movement concepts and requirements

Recommended Instructional Components:

- Teacher and/or student led activities
- Access to personal fitness instructors and/or other agencies
- Review of media fitness programs

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

- Self-assessment, including goal setting for “next step”
- Monthly check-ins
- Quarterly formal assessment

Learning Resources:

- Websites – media rich availability to a variety of programs
- Professional trainers
- Alumni with sport / personal fitness training background

Additional Information: