



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District No. 73 (Kamloops-Thompson)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #73
Developed by: Greg Kozoris	Date Developed: Feb. 5/19
School Name: South Kamloops Secondary School	Principal's Name: Mr. Walt Kirschner
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Human Performance 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Physical And Health Education 10 and recommendation of PHE instructor.

Special Training, Facilities or Equipment Required:

Teacher will possess a degree in Kinesiology/Physical Education.

Fitness training facility, weight room, field, resistance training implements, muscular models, exertion sheets and various balance, functional and proprioceptive devices.

Course Synopsis:

The course has been designed to help students learn the basic life skills involved in the acquisition and appreciation for health and fitness as it pertains to the life-long learning model. Students will learn the fundamental processes of physical literacy through the ages as they relate to the sequential movement patterns, aerobic, anaerobic, fitness components and the modalities. These skills, coupled with the nutritional and first-aid knowledge will serve to enhance their personal fitness skill set and information data base.

The students will become advocates for promoting well-being in all at the holistic health domains. They will learn how to develop a multifaceted fitness program that incorporates healthy choices and decisions in regards to the principles of progression, workload, individuality, specificity, recovery and dose-response relationships. Students will incorporate both the secondary school and community facilities in order to practice, implement and utilize the learned and practiced etiquette.

Goals and Rationale:

Human Performance is designed to develop and flourish adolescence in the knowledge, prerequisites and understanding of attaining the practical healthy and active lifestyle practice through the life span.

Self-motivated and socially responsible leaders in our school and community are the platforms from which this course operates. The HP12 course focuses on curricular competency development and the multi-faceted procedures and protocols that will enable the learner to invigilate informed value judgements in their activities in daily living and within the school setting in regards to the physical literacy and advocacy. CPR certifications, Sport Concussion Assessment Tool (SCAT5) and course instructional contents are precursors to the Red Cross CPR 1 certification and BCRPA personal training level 1 accreditation.

HP12 combines instructional settings and multi learning mediums that are linked to the core competencies of personal awareness, communication, active participation and social responsibility. Students work in small groups to develop and instruct group fitness strategies, FITT project manual (aerobic, anaerobic, flexibility, resistance training and assessment) and presentations to the class that encompasses the communication competency. Students engage other students and impart knowledge via multi-media forms and group interaction.

Electronic verbal presentation, text format and physical demonstrations are used to promote the perpetuation of self and social responsibility in the students. Students will learn how to present their knowledge and instruct others through multi student instruction and group led fitness procedures. The personal awareness and social responsibility competencies are further enhanced and represented in the community-based component where students participate in the public gym partners program where they are expected to develop a personal workout plan and perform it in the community setting.

Cross-curricular elements are accounted for in Human Performance 12 as the students role play and use real world skills in the delivery at first aid and CPR protocols in the simulated “first responder” scenarios. Students will gain the skills involved in level 1 first aid and in cardio pulmonary resuscitation. Success in the areas will be propagated with the learning of the physiological, mechanical and anatomical human body systems. Musculoskeletal landmarks, prominences, origin and insertion sites are taught so that students can gain a basic understanding of the mechanisms for injuries as well as proactive and reactive strategies for current and post-secondary life. Rational and methodological thinking processes, attention capacity, short and long term memory recall, integrated knowledge with tactical processing are core competencies that are utilized.

Thinking, decision making, assessment and management of injuries are excellent examples of core competencies that allow for the real time applications and key elements in the development at life-long learning through the HP12 course content entry level first aid, CPR, and AED use.

The knowledge of the positive benefits and wherewithal to implement life fitness practices that will develop within the students as representatives of physical, mental, and emotional health. The competencies and skills developed in HP12 serve to address and inform the students and aid in reducing the hypokinetic conditions and illnesses in present day adolescents. A focus on current practice for holistic health and fitness are biological and chronological age appropriate and will enable these students to support the diversity of abilities and knowledge and allow them to become champions of inclusion, safety, fairness and leadership styles in the multitude of health domains. Students will learn and appreciate the principals of specificity and variability as these competencies relate to both low and high responders.

All components are approached with sincere diligence and sensitivity to ensure the growth and positive stimulation of all students with variances in cognition, and physical aptitudes.

HP12 students will achieve and demonstrate the necessary leadership traits and development of multiple communication and demonstration skills through class, course and community involvement that will give current and future certifications required for life. These certifications are provided by CSEP, BCRPA, Canadian Red Cross, TRU and NCCP are valuable community resources and partnership groups. Self-reflection, planning and multi-dimensional inquiry curricular competencies will be accomplished through all of these teachings, demonstrations, leadership opportunities within the classroom and public facilities. In addition, journals, self-assessment rubrics and group evaluation procedures are used to further the multi-dimensional inquiry and planning process.

Goals:

- 1) To develop the understanding of all domains and components of fitness and application of the FITT principle.
- 2) Develop the understanding of how physical fitness and nutritional practices affect mental well-being.
- 3) Understanding of how physical literacy and fundamental movement skills improve the state of well-being.
- 4) Develop learning standards of all body systems and interactions.
- 5) Develop the knowledge of measurements, assessment and first responder skills.
- 6) Develop the dynamics of social and community involvement.
- 7) Understanding of the etiquette, rules manners, and responsibly codes of conduct in public environments.
- 8) Understanding of the developmental stages of adolescence and movement sequencing and timing skills.
- 9) Knowledge of instructional leadership and how it relates to positive self-concept, peers and organizational practices.
- 10) Gain insight in to mechanisms of injury prevention, assessment and CPR/AED/SCAT5 concussion evaluation procedures.

Aboriginal Worldviews and Perspectives:

- 1) Athletic, personal general health and fitness practices and protocols support the development of self in support of connection with others and the physical environment.
- 2) Education development is enhanced with recollection, self-perception and connectedness, personal history and dissemination of information and storytelling and event telling.
- 3) Developing health skills, practical application and education involves learning from others; mentors and leaders.
- 4) Leadership is multi-faceted, holistic, reflective, experiential and relational to others and the environment.
- 5) General health and fitness performance training requires exploration of one's identity and code of ethics, conduct and philosophy.
- 6) To become a group leader, to impart knowledge infers that adaptations of the human body mind and spirit, self-perception are sensitive subjects and discussed only with permission.
- 7) Flexibility in practice and theory.
- 8) Positive learning centered approach.
- 9) The role of a leader, teacher and coach.

Course Name: Human Performance 12

Big Ideas

<p>Health & fitness development and knowledge is an ongoing process.</p>	<p>Coaching and leadership are influenced and enhanced by school, community and social mediums.</p>	<p>A positive view and appreciation for fitness and activities of daily living will enable and empower students to be better adults and leaders.</p>	<p>Emergency first aid and injury prevention and assessment skills can serve and enrich the greater community, sport and general fitness domains.</p>	<p>Certifications, community involvement, and facility use contributes to the sense of community and social etiquette and moral development.</p>
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Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Principles of coaching, fitness performance, training, leadership and methodologies:</p> <ul style="list-style-type: none"> • Students are expected to develop a code of ethics and instructional delivery style. • Students are expected to evaluate, observe and analyze fitness practitioners in society and use social media to understand training protocols and safety standards. • Students are expected to create physical literacy, biomechanics, perform safety, and demonstrate range of motion and lever arms. • Students are expected to Appreciate and understand variable responder rates and the human body systems. • Students are expected to complete first aid, CPR-AED, first responder certifications and SCAT5 baseline concussion evaluation. • Students are expected to complete introductory strength and conditioning certificates. • Students are expected to demonstrate employment of the mechanical movement patterns. • Students are expected to recognize and appreciate first people’s perspectives and methods of leadership. • Students are expected to perform the adolescent development stages. • Students are expected to teach aerobic and anaerobic strength and conditioning protocols. • Students are expected to demonstrate coping strategies for mental health and multidimensional wellness model. 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • Students are expected to know intensity rating skills to overcome barriers and overtraining syndrome. • Students are expected to know how to the heart rate monitoring values and evaluations. • Students are expected to know the components of performance and general health and fitness. • Students are expected to know the multi dimensional model of health and wellness. • Students are expected to know the screening and questionnaire protocols for initial evaluation and clearance for physical activity/baseline SCAT5 concussion clearance. • Students are expected to know the FITT acronym and development for all fitness components. • Students are expected to know the physiological, skeletal, musculoskeletal systems of the body. • Students are expected to know the physical fitness, well being (physical and mental) model. • Students are expected to know the principals of program design, exercise selection and order. • Students are expected to know their own training philosophy. • Students are expected to know the physical literacy, and sequential

- Students are expected to demonstrate the ability to make positive informed choices in the student's life and in regards to leading others in the community.
- Students are expected to communicate with others and demonstrate safe and ethical age appropriate fitness performance and healthy living skills.
- Students are expected to demonstrate specific training procedures, adherence techniques and preventive injury methodologies.
- Students are expected to practice rehabilitation and pre-habilitation movement protocols.

Community Involvement, engagement and corroboration:

- Students are expected to use leadership practises and techniques to instruct a variety of participants.
- Students are expected to develop techniques to understand and accommodate specificity and individuality.
- Students are expected to complete learning standards and final FITT (frequency, intensity, type, and time) project components.
- Students are expected to complete the public facility code of ethics and facility use program.
- Students are expected to use the communication and delivery strategies for working in the community setting.
- Students are expected to foster the creativity for overcoming contraindications and non-responders.

- Students are expected to know the signs and symptoms of multi joint injuries.
- Students are expected to know the identification of fractures, ruptures and soft tissues strains, sprains and contusions.
- Students are expected to know the different body types, somatotyping and constraints.
- Students are expected to know the variance of cultural and ethical normative standards.
- Students are expected to know the aerobic and anaerobic safety protocols, cardiovascular distress, signs and preventative methodologies.
- Students are expected to know how to connect sport, culture and practices to first people's perspectives.
- Students are expected to know the concepts of nutritional intake, expenditure, and supplementation calorie knowledge.
- Students are expected to know varying leadership styles and techniques.
- Students are expected to know how to impart knowledge and communicate to groups in the public setting.

Big Ideas – Elaborations

Leadership: Positive value judgments about health and fitness performance indicators are qualities that can be developed, learned and are theoretical and skill based. Leadership and mentorship seek to provide the student and peers with opportunities in the school and community to succeed and obtain the skill set to invigilate personal health protocols over the lifespan.

Procedural code of ethics and conduct: Identify with the appropriate adolescent growth and development model. Incorporate the specific methodologies and pedagogy involved with varied training strategies. Identify objectives and training and teaching style to delivery model.

Curricular Competencies – Elaborations

Objectives:

- Setting goals, baseline measurement, self-assessment, baseline protocols.

Tactical Skills:

- Decision making, status evaluation, develop movement protocols, rating of perceived exertion delineation.

Technical:

- Sequence, timing of locomotor movement variability, movement required for successful application of biomechanics.
- Physical literacy rudimentary movement mechanics.

Ethical Attachment:

- Positive value judgements, interaction with others.
- Attachment to high moral order and efficacious principals.

Personal Philosophy:

- Interpretation of ideas divulges thought processes and reasons for adaptations and positive behavior.

Diversity:

- Of interests, somatotypes, managing dose-response and rate of response.
- Appreciation for levels of maturity, gender, culture physical and mental capabilities.

Recognize and Manage:

- Physical abilities, personal interest, injury pre-disposition, first responder protocols, injury care and prevention.

Use:

- AED medical device, packaging and splinting, blood care, wound care techniques, sudden cardiac arrest protocols (CPR), resistance training equipment and modalities, cardiovascular equipment, SCAT5 baseline concussion evaluation

Certifications:

- British Columbia Parks and Recreation (BCRPA) level 1 weights, level 1 CPR-Red Cross, level 1 AED, NCCP resistance training level 1.

Practical:

- FITT project, group circuit, partner training log/journal book.
- In public and school setting training centers: demonstrating and leading components in health, fitness and athletic performance domains.

Knowledge:

- Bioenergetics systems and response to nutritional supplementation and ergogenic practices.
- Nutrition micro and macro nutrient usage.
- Sliding filament excitation.
- Contraction coupling in muscle fiber, electrolyte response to muscle work and stimulation.

Content – Elaborations

Holistic Health:

- Social, community, individual perception of compliancy, healthy active lifestyle, interaction with others in fitness environment, social affinity.

Physiological:

- Heart rate monitoring, blood pressure monitoring, RPE, delayed onset muscle soreness, DNA, mRNA biosynthesis, genetic involvement and hormonal regulation.
- Markers:
- Potential injury, identify maladaptive or abhorrent behavior, error detection and movement correction.
- Scientific trends, contemporary issues in health and fitness via social media.
- Physical Component:
- Proprioception, balance, kinesthetic awareness, energy system utilization, components of the training session, dynamic lifts, plyometrics, over training syndrome, cardiovascular and overload progressive resistance training.
- Markers to:
- Periodization model with cycles of meso, micro and macro planning phases.
- Contra indicated movements, training age and biological status, onset of injury markers and symptoms.

Content – Elaborations

Symptomatic:

- Behavior and acute and chronic sensations of pain, musculotendinous stiffness, common illness and respiratory tract conditions and implications for training.
- Musculoskeletal anatomy and physiology:
- Skeletal and muscle identification, tendons, ligaments and muscles tendon unit function.
- Contra indications, plane of movement of articulating joints, stretch shortening cycle, CNS nervous activation.
- Positive Adaptability/Concepts:
- Laws of progression, overload, diminishing returns, threshold, specificity, reversibility to adapt to the individual and provide appropriate challenges to the student's success and achievements.
- Instruction and Demonstration Concepts:
- Leadership and demonstration styles using multi-faceted approach to coaching for the ultimate communication and conveying of knowledge and reception.
- To deliver the specific technical, tactical and knowledge base skills.

Recommended Instructional Components:

- 1) Journal writing
- 2) Log book entry
- 3) Direct instruction
- 4) Demonstration
- 5) Multi-media and video
- 6) Modelling
- 7) Simulations/scenarios
- 8) Student in role
- 9) Peer teaching
- 10) Experimental learning

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

- 1) Journaling
- 2) Peer assessment
- 3) Self-assessment
- 4) Performance assessment
- 5) Oral presentation
- 6) Video presentation
- 7) Quizzes
- 8) Projects

Learning Resources:

- 1) NCCP coaching certification program
- 2) Sportmed BC
- 3) Acceleration Fitness and Performance Training
- 4) Pacific Sport Interior
- 5) Thompson Rivers University (TRU)
- 6) Acceleration Youth Development model
- 7) NSCA – National Strength and Conditioning
- 8) VCSM – American College of Sport Medicine
- 9) BCRPA – British Columbia Parks and Recreation
- 10) ACE – American Council of Exercise
- 11) Thompson Rivers University – guest lecturers

Additional Information:

Human Performance 12 as implemented from the BCAA delineation and its course description, content and curricular competencies has championed unparalleled success in the past 15 years and will serve an even greater purpose with the addition of the new curricular objectives and educational platforms. From the baseline knowledge and assessment from the start and end of the semester testing protocols these students have become advocates for personal fitness, health and well-being that have extended into the community and their family units.

This course has been designed to encourage and teach the methodologies required in order to practice an active and informed lifestyle across the lifespan. All inclusive, all-encompassing and an appreciation for diversity are platforms from which this course operates in an effort to enrich a multitude of abilities, cultures and physical statuses. Through this HP12 course we are able to create, develop and further foster the adolescent's knowledge of what health and fitness can do to contribute to multi-dimensional wellness across the lifespan of ages.
