

CFES Resources for Fitness and Conditioning 11/12

Outlines and Samples of CFES Resources for Teachers of Fitness and Conditioning 11/12

Using the new BC Fitness and Conditioning 11/12 curriculum as a guide, this resource package highlights for teachers how the CFES fitness leadership program resources can support them with a variety of learning materials and activities to use in their planning and teaching. Covering the vast majority of the Fitness and Conditioning 11/12 curriculum, this resource package connects the learning standards with specific information found within the CFES fitness resource manuals and program work booklets, along with: sample unit model flowcharts; where to locate information for different learning standards; and questions to connect student learning and understanding of the Big Ideas. Intended as a support for BC teachers, this resource package was developed by a BCTF teacher who is also a member of the PHE K-12 curriculum writing team.

Teacher Testimonials

“I have been working with CFES for the past 12 years, implementing their curriculum at [my high school]. Over this time approximately 200 students have completed their Fitness Knowledge course. I am really excited to expand next semester and offer their Weight Training Instructor and Personal Trainer certifications to my students. The scope of the CFES curriculum and the lay-out of the resources is excellent and thoroughly prepares students for a healthy lifestyle, a career in the fitness industry and even the health sciences. What a wonderful answer to declining fitness levels and inactivity in our youth! I could not ask for a more helpful organization to work with. Staff are always accessible, helpful and they are truly passionate about health and wellness for all. If you are at all interested in promoting healthy change, I urge you to contact CFES and they will help you every step of the way.”

C. Cunningham

“For more than a decade, I have implemented the CFES Fitness Leadership Program as part of a specialized school district program open to students in grades 11 and 12. Over this time period, hundreds of students have successfully completed the both the Fitness Knowledge and the Weight Training Instructor courses and have gone on to attain their professional certification as Canada’s youngest certified fitness leaders. The quality and depth of the educational resources in the CFES curriculum provided our students with incredibly high levels of knowledge and skills that helped to create a plethora of opportunities for them, such as: pursuing higher academic pathways; entrepreneurial opportunities to create fitness training businesses; opening career paths in the fitness industry; and securing employment in the fitness industry while finishing both their high school and post-secondary studies.

Aside from these benefits of the CFES Fitness Leadership Program, students also had many opportunities to share their knowledge and passion for fitness and healthy living as they took on a variety of leadership and role modeling positions within their schools, the district, and the larger community. As a result of their deep knowledge base and skill set, students in the CFES Fitness Leadership Program were able to plan and organize many healthy living sessions for students of all ages, create and implement training programs for teachers within the school district, and organize and run community events centred on exercise, fitness, and healthy living. I know that all of these opportunities have been possible for these students as a result of the quality and depth of the CFES Fitness Leadership Program course manuals and resources. It is without any reservations whatsoever that I fully endorse and recommend the CFES Fitness Leadership Program course manuals and resources for any high school teacher that is looking to develop the informed, educated, and skilled fitness leaders (and healthy living advocates) that we want for our next generation of leaders to be.”

J. Ogilvie

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About CFES

Canadian Fitness Education Services is an educational resources program publishing house, fitness leadership training and national certification body. CFES has served the fitness education and leadership training industry since 1980 — distributing programs through qualified educators and organizations across Canada.

CFES course modules are used in many high schools in BC and across Canada to provide students with practical life-skills and leadership training; credits towards graduation requirements; and, for some, as a work bridge into the fitness industry. Our modules and resources are approved by several Ministries of Education as well as other specialized fitness leadership agencies across Canada (eg. BCRPA, CanFitPro, NFLA, etc.).

High school teachers with PE/Kinesiology experience can offer the complete certification modular package for their students. The teacher Educator Kits make setting up courses easy, with simple-to-use guidelines and materials and include: detailed course agenda and chapter learning objectives, teaching tools and labs, diagrams to color in, assignments, quizzes and more. All Educator Kits include a PowerPoint version that teachers can use in their classes.

Professional Certification Opportunities

For those interested, CFES Fitness Leadership Program modules are designed to take students through the steps and standards for professional fitness instructor and personal trainer certification. There are many different certifications available such as a Weight Training Instructor, Group Fitness Instructor, Aquafit Instructor, and a Personal Trainer certification. For more information on how students can attain professional certification please see Appendix C for more information and visit CFES at [CFES/certification](#).

Modules and Resources

CFES provides a variety of modules and resources that teachers can use in their Physical Education classes, including the newly developed Fitness and Conditioning 11/12. Below is an overview of some of these modules and for more information on them, including pricing options, please see Appendix C and/or visit CFES at [modules and resources pricing](#).

Contact CFES

Please feel free to contact CFES if you have any questions or inquiries about this resource package or the course modules and resources.

Phone: (250) 494-5355 Fax: (250) 494-9355 Toll free: 1-877-494-5355

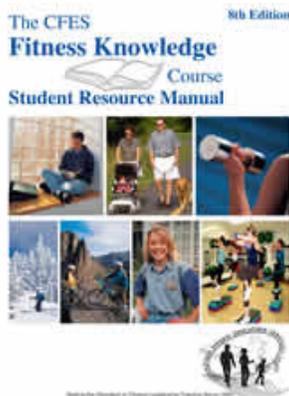
Website: <http://www.canadianfitness.net/> Email: cfes@telus.net

PO Box 138, Summerland, British Columbia, Canada, V0H 1H0

Resource Manuals Offered by CFES

While the CFES Fitness Knowledge Course and Weight Training Instructor Course program resources were originally designed for professional fitness certification, they also serve as excellent resources for the Fitness and Conditioning 11 and 12 courses in the new BC curriculum. Both resource manuals, and their associated student work booklets, cover the vast majority of the curriculum learning standards (i.e. the curricular competencies and content) in great detail with useful charts, diagrams, worksheets, assessment ideas and more, that will help teachers teach and students learn in the class. Below is a brief description of each resource manual and the related student work booklets:

Fitness Knowledge Course Resource Manual



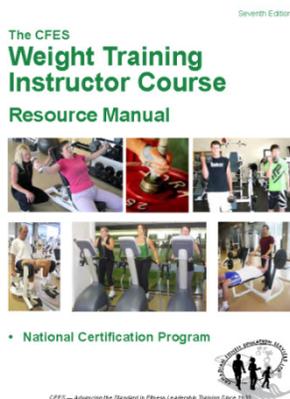
Covering most of the learning standards found within the Fitness and Conditioning 11 & 12 courses, this resource manual helps students to learn about and develop a strong foundation about the human body and how it works during exercise. It is laid out in a user friendly manner for both teachers and students with lots of pictures, charts, and descriptions of the different topics students will learn about such as:

- Anatomical terminology
- Bones and joints
- Type and functions of muscle
- How to train the body and design exercise programs
- and much more.

A student program booklet is also available as an additional support that is full of worksheets, charts, quizzes and other learning tools that will help students enhance their learning of the course content.

A comprehensive Educator Kit (electronic and/or hardcopy) is available for teachers and includes detailed course agenda and chapter learning objectives to consider, PowerPoint slides, teacher copies of worksheets, charts, quiz and exam answer keys and course completion forms (for those choosing to enroll in and complete the Fitness Knowledge Course).

Weight Training Instructor Course Resource Manual



As an extension of the Fitness Knowledge Course, the Weight Training Instructor course resources focuses on advanced exercise planning, techniques, and leadership qualities and characteristics that will help students go beyond the foundational levels of exercise knowledge and skill set. This resource provides teachers and students with lots of supportive information and materials to cover most of the learning standards within the Fitness and Conditioning 11 and 12 courses.

A student program booklet is also available as an additional support that is full of worksheets, charts, quizzes and other learning tools that will help students enhance their learning of the course content.

A comprehensive Educator Kit (electronic and/or hardcopy) is available for teachers and includes detailed course agenda and

chapter learning objectives to consider, PowerPoint slides, teacher copies of worksheets, charts, quiz and exam answer keys and course completion forms (for those choosing to enroll in and complete the Weight Training Instructor Course).

Overview of Sample Unit Models

This section provides information on the unit models that can help teachers in the planning and teaching of their classes. Each example consists of three parts to highlight how the CFES resources can be used in the classes. The sections are:

1. The Unit Model Flowchart
2. The Learning Standard Information Chart
3. Checking for Understanding: Connecting Student Learning to the Big Ideas

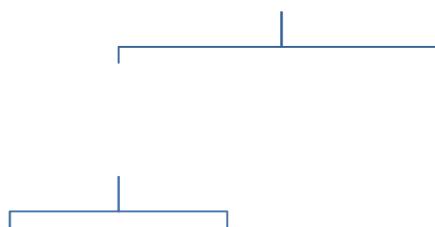
THE FLOWCHART

Curricular Competencies

The entries on the upper row(s) represent what students do with the content (1st row) they have learned about from the content of the bottom row.

Content

The entries on the bottom level represent the **content** from the Fitness and Conditioning 11/12 curriculum.



THE LEARNING STANDARD INFORMATION CHART

Each flowchart has an associated outline chart listing where you can find information for the specific Fitness and Conditioning 11/12 learning standards. As there two manuals and two student program work booklets to use, each one of them has been coded and listed with the pages where you can find useful materials to use in your classes. The resource manual codes are as follows:

FK RM= Fitness Knowledge Course Resource Manual (Pages listed with chapter number first and then page number. Example: 4-3 reads as chapter 4, page 3)

FK PB= Fitness Knowledge Course Program Booklet (Pages listed in numerical order)

WTI RM= Weight Training Instructor Course Resource Manual (Pages listed with chapter number first and then page number. Example: 4-3 reads as chapter 4, page 3)

WTI PB= Weight Training Instructor Course Program Booklet (Pages listed in numerical order)

THE CHECKING FOR UNDERSTANDING SECTION

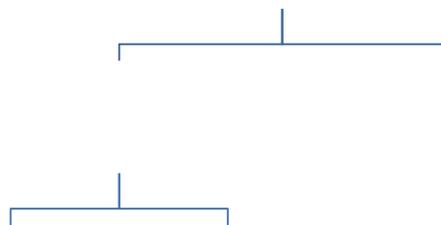
This section lists various questions that students can explore to help them connect what they have been learning about and doing in class to a deep understanding about fitness and conditioning. In doing so, students would be exploring the different Big Ideas of the Fitness and Conditioning 11/12 classes to help them understand why they are learning what they are learning and why they are developing the skills in the class.

The listed questions are merely samples for consideration to use in your classes.

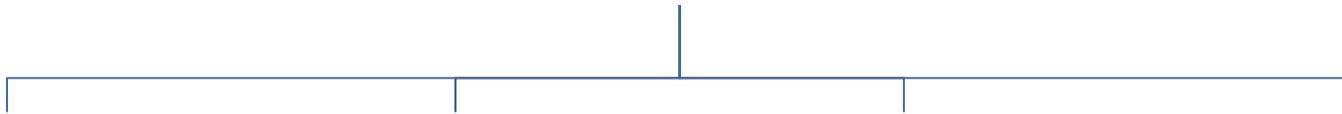
UNIT MODELS

Outlines and Samples of CFES Resources for Teachers of Fitness and Conditioning 11/12

This section contains samples of unit model flowcharts that highlight how and where the CFES resource materials can support you in the planning and teaching of your classes. Using the flexibility and autonomy of the curriculum, they are created in thematic ways that build upon each other throughout the course in a coherent manner. These unit model flowcharts are intended to show the possible ways in which teachers could use the CFES resources with the Fitness and Conditioning 11/12 curriculum and they are not intended to be exhaustive lists for how teachers could use the materials.



Introduction to the Human Body



The curriculum content forms the foundation of knowledge that students need to know in order to learn about the **human body** as it pertains to exercise. As they learn the content on the bottom level they will be able to successfully complete the curricular competency on the second row, which is an essential step in learning how to train the body during exercise.

The chart below highlights where supporting information and learning activities can be found within the CFES resources.

INTRODUCTION TO THE HUMAN BODY			
CONTENT	WHERE TO FIND	CURRICULAR COMPETENCIES	WHERE TO FIND
Anatomical terminology	FK RM: Pg. 2-3	Identify and describe how muscles produce movement in different parts of the body and how to train those muscles	FK RM: Pgs. 4-2 to 4-8, 7-7 to 7-12 WTI RM: Pgs. 5-18 to 5-119 WTI PB: Pgs. 25-27
Skeletal system, including bones and joints	FK RM: Pgs. 2-4 TO 2-15 FK PB: Pgs. 8-15 WTI PB: Pgs. 105-107		
Different types of muscle, including cardiac and skeletal muscle	FK RM: Pgs. 3-2 to 3-36 FK PB: Pgs. 17-24		
Different types and functions of connective tissue	FK RM: Pg. 2-18		

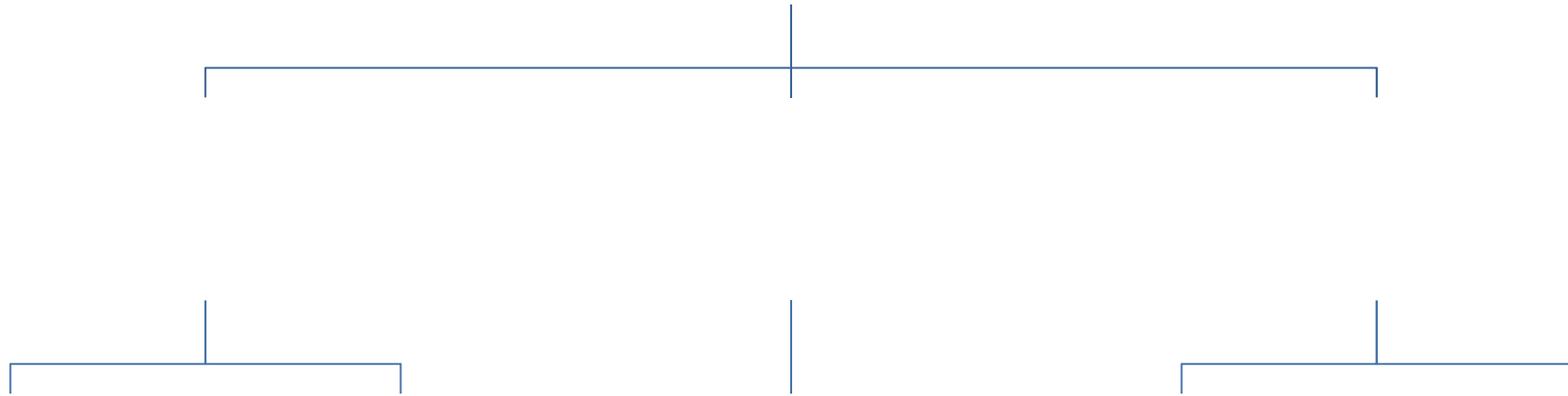
Checking for Understanding: How student learning can be connected to the Big Ideas

Consider some of the questions below to help students reflect on their learning as they progressed in learning about the human body. Their insights and experiences can connect to the following Big Idea in the Fitness and Conditioning 11/12 curriculum:

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

- How does knowing about the human body help us stay safe during exercise?
- Why is it important to know about the human body and how it moves during exercise?
- What have I learned about the human body and how does that help me during exercise?
- How does knowing about the human body and how it moves help us pursue our fitness goals?

Training the Body



The curriculum content forms the foundation of knowledge that students need to know in order to learn how to ***train the body***. As they learn the content on the bottom level they will be able to effectively participate in the curricular competencies on the second row which will build their capacity to maintain and enhance their fitness levels through different types of physical activities and exercises.

The chart below highlights where supporting information and learning activities can be found within the CFES resources.

TRAINING THE BODY			
CONTENT	WHERE TO FIND	CURRICULAR COMPETENCIES	WHERE TO FIND
Components of an exercise session	FK RM: Pgs. 6-15 to 6-16 WTI RM: Pgs. 4-2 to 4-7	Develop and demonstrate appropriate exercise techniques for a variety of fitness activities	FK RM: Muscle: Pgs. 7-7 to 7-14 Flexibility: Pgs. 8-5 to 8-12 WTI RM: Pgs. 5-18 to 5-119
Exercise safety and etiquette	FK RM: Pgs. 11-9 to 11-21 WTI RM: Pgs. 6-2 to 6-14		
Ways to monitor and adjust physical exertion levels, including heart-rate monitoring and repetition ranges	FK RM: Cardio: Pgs. 9-14 to 9-18 Muscle: Pgs. 7-13 to 7-14 Flexibility: Pgs. 8-3 to 8-4 FK PB: Pgs. 68 to 71 WTI RM: Pgs. 4-15 to 4-20 WTI PB: Pgs. 69-73	Apply safety practices in different types of fitness activities, for themselves and others	FK RM: Pgs. 11-9 to 11-21 WTI RM: Pgs. 6-2 to 6-14
Ways to train the muscular and cardiovascular systems	FK RM: Cardio: Pgs. 9-14 to 9-18 Muscle: Pgs. 7-7 to 7-14 Flexibility: Pgs. 8-3 to 8-4 FK PB: Pgs. 41 to 45, 69 to 71 WTI RM: Pgs. 5-18 to 5-119	Identify and describe how different types of fitness activities influence the muscular and cardiovascular systems	FK RM: General: Pg. 1-7 Muscle: Pg. 7-2 Flexibility: Pg. 8.3 Cardio: Pgs. 9-19 WTI RM: Pgs. 1-3 to 1-4
Effects of different types of fitness activities on the body	FK RM: General Fitness: Pg. 1-7 Muscle: Pg. 7-2 Flexibility: Pg. 8-3 Cardio: Pg. 9-19 WTI RM: Pgs. 1-3 to 1-4		

Checking for Understanding: How student learning can be connected to the Big Ideas

Consider some of the questions below to help students reflect on their learning as they progressed in learning how to train the body. Their insights and experiences can connect to the following Big Ideas in the Fitness and Conditioning 11/12 curriculum:

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

- How does knowing about the human body help us stay safe during exercise?
- Why is it important to know about the human body and how it moves during exercise?
- What have I learned about the human body and how does that help me during exercise?
- How does knowing about the human body and how it moves help us pursue our fitness goals?

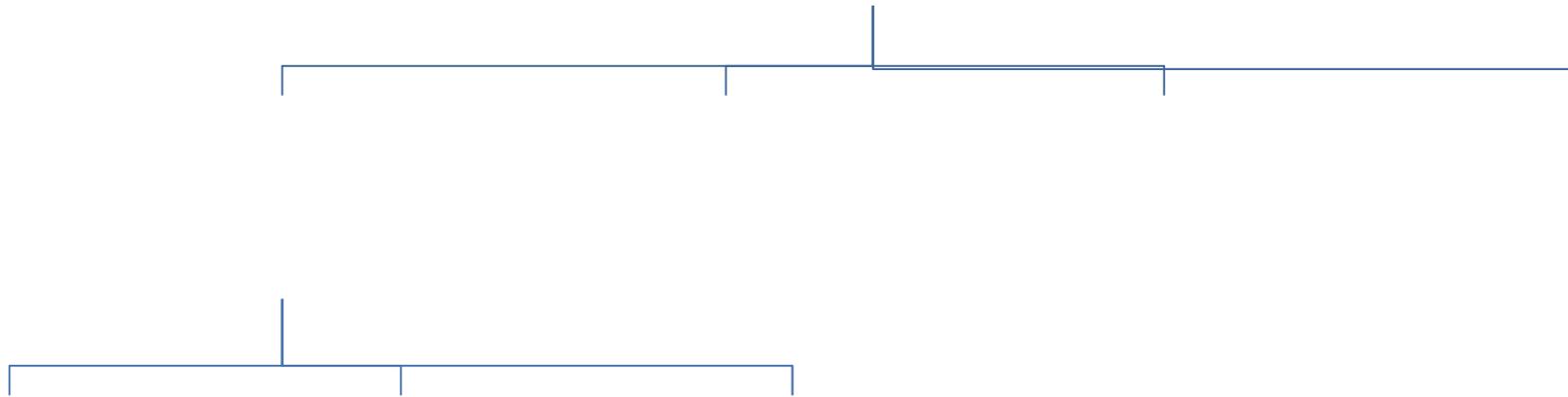
Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.

- How did my selection of exercises and intensity levels influence my fitness levels?
- How did the intensity levels of the activities I participated in influence my fitness levels?
- What is the relationship between the intensity levels of the exercises in my fitness program and the results of my program?
- Why is it important to consider the intensity level of different exercise activities in a fitness program?

Following proper training guidelines and techniques can help us reach our health and fitness goals.

- How did my training program influence my fitness goals?
- How did training guidelines (e.g. training splits, training principles, components of an exercise session, etc.) influence my fitness goals?
- Why is it important to follow training guidelines during an exercise session?

Creating a Personalized Fitness Program



The curriculum content forms the foundation of knowledge that students need to know in order to develop a ***personalized fitness program***. As they learn the content on the bottom level they participate in the curricular competencies of the second row to help plan and develop their personalized fitness program.

The chart below highlights where supporting information and learning activities can be found within the CFES resources.

FK RM= Fitness Knowledge Course Resource Manual
WTI RM= Weight Training Instructor Course Resource Manual

FK PB= Fitness Knowledge Course Program Booklet
WTI PB= Weight Training Instructor Course Program Booklet

CREATING A PERSONALIZED FITNESS PROGRAM			
CONTENT	WHERE TO FIND	CURRICULAR COMPETENCIES	WHERE TO FIND
Components of an exercise session	FK RM: Pgs. 6-15 to 6-16 WTI RM: Pgs. 4-2 to 4-7	Plan ways to overcome potential barriers to participation in fitness and conditioning activities	FK RM: Pgs. 1-8 to 1-10
Exercise safety and etiquette	FK RM: Pgs. 11-9 to 11-21 WTI RM: Pgs. 6-2 to 6-14		
Ways to monitor and adjust physical exertion levels, including heart-rate monitoring and repetition ranges	FK RM: Cardio: Pgs. 9-14 to 9-18 FK RM: Muscle: Pgs. 7-13 to 7-14 FK RM: Flexibility: Pgs. 8-3 to 8-4 WTI RM: Pgs. 4-15 to 4-20 WTI PB: Pgs. 69-73	Participate daily in physical activities designed to enhance and maintain health components of fitness	FK RM: Pg. 1-6
Principles of program design, including training principles to enhance personal fitness levels, such as the FITT principle, SAID principle, and specificity	FK RM: Pgs. 6-9 to 6-12 WTI RM: Pgs. 1-8 to 1-11 WTI PB: Pgs. 27-29	Identify, apply, and reflect on strategies used to pursue personal fitness goals	FK RM: Pgs. 6-13 to 6-16 WTI PB: Pgs. 37-38
		Identify and describe the influences of different training styles on fitness results	FK RM: Pgs. 7-16 to 7-17 WTI RM: Pgs. 4-24 to 4-29
		Create and implement a personalized fitness program	FK RM: Pgs. 6-13 to 6-16 WTI PB: Pgs. 89-91

Checking for Understanding: How student learning can be connected to the Big Ideas

Consider some of the questions below to help students reflect on their learning as they progressed in their fitness programs. Their insights and experiences can connect to the Big Ideas of the Fitness and Conditioning 11/12 curriculum:

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

- How did my selection of exercises and intensity levels influence my fitness levels?
- How did the intensity levels of the activities I participated in influence my fitness levels?
- What is the relationship between the intensity levels of the exercises in my fitness program and the results of my program?
- Why is it important to consider the intensity level of different exercise activities in a fitness program?

Following proper training guidelines and techniques can help us reach our health and fitness goals.

- How did my training program influence my fitness goals?
- How did training guidelines (e.g. training splits, training principles, components of an exercise session, etc.) influence my fitness goals?
- Why is it important to follow training guidelines during an exercise session?

APPENDIX A

Content Locations for Fitness and Conditioning 11 Curriculum

FK RM= Fitness Knowledge Course Resource Manual

FK PB= Fitness Knowledge Course Program Booklet

WTI RM= Weight Training Instructor Course Resource Manual

WTI PB= Weight Training Instructor Course Program Booklet

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 **stay safe** during exercise.

Following proper **training guidelines** and techniques can help us reach our health and fitness goals.

Making **healthy choices** can help us reach our health and fitness goals.

Learning Standards

Curricular Competencies	Content
<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 FK RM: Pgs. 1-6, 14 Identify, apply, and reflect on strategies used to pursue personal fitness goals FK RM: Pgs. 6-13 to 6-16 WTI PB: Pgs. 37-38 Identify and describe the relationships between healthy eating, overall health, and performance in fitness activities FK RM: Pgs. 10-2 to 10-3 Analyze health messages from a variety of sources and describe their potential influences on health and well-being Analyze a variety of fitness myths and fads WTI RM: Pgs. 1-4 to 1-5 WTI PB: Pgs. 24-25 Plan ways to overcome potential barriers to participation in fitness and conditioning activities FK RM: Pgs. 1-8 to 1-10 Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in physical activities <p>Human anatomy and physiology</p> <ul style="list-style-type: none"> Identify and describe how muscles produce movement in different parts of the body and how to train those muscles FK RM: Pgs. 4-2 to 4-6, 9-12 to 9-13 WTI RM: Pgs. 5-18 to 5-119 Identify and describe the influences of different training styles on fitness results FK RM: Pgs. 7-16 to 7-17 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> anatomical terminology FK RM: Pg. 2-3 skeletal system, including bones and joints FK RM: Pgs. 2-4 to 2-15 FK PB: Pgs. 8-15 WTI PB: Pgs. 106-107 ways to train the muscular and cardiovascular systems FK RM: Pgs. 9-12 to 9-13 FK PB: Pgs. 17-27, 32-24, 41-45, 69-71 WTI RM: Pgs. 5-18 to 5-119 different types of muscle, including cardiac and skeletal muscle FK RM: Pgs. 3-2 to 3-36 relationships between energy systems and muscle fibre types FK RM: Pgs. 6-3 to 6-18 and 4-9 to 4-10 different types and functions of connective tissue FK RM Pg. 2-18 components of an exercise session FK RM: Pgs. 6-15 to 6-16 WTI RM: Pgs. 4-2 to 4-7 exercise safety and etiquette FK RM: Pgs. 11-9 to 11-21 WTI RM: Pgs. 6-2 to 6-14 ways to monitor and adjust physical exertion levels, including heart-rate monitoring and repetition ranges FK RM: Cardio: Pgs. 9-14 to 9-18 Muscle: Pgs. 7-13 to 7-14

Principles of training

- Develop and demonstrate appropriate exercise techniques for a variety of fitness activities
FK RM:
Muscle: Pgs. 7-7 to 7-12
Flexibility: Pgs. 8-5 to 8-12
- Create and implement a **personalized fitness program**
FK RM: Pgs. 6-13 to 6-16
WTI PB: Pgs. 89-91
- Identify and describe how different types of **fitness activities influence the muscular and cardiovascular systems**
FK RM:
General: Pg. 1-7
Muscle: Pg. 7-2
Flexibility: Pg. 8.3
Cardio: Pg. 9-19
WTI RM: Pgs. 1-3 to 1-4

Social responsibility

- Demonstrate a variety of leadership skills in different types of fitness activities
- Demonstrate appropriate behaviours in different types of fitness activities and environments
- Apply safety practices in different types of fitness activities, for themselves and others
FK RM: Pgs. 11-9 to 11-21
WTI RM: Pgs. 6-2 to 6-14

Flexibility: Pgs. 8-3 to 8-4

WTI RM: Pgs. 4-15 to 4-20

WTIPB: pgs. 69-73

- principles of program design, including training principles to enhance personal fitness levels, such as the **FITT principle, SAID principle, and specificity**
FK RM: Pgs. 6-9 to 6-12
WTI RM: Pgs. 1-8 to 1-11
WTI PB: Pgs. 27-29
- **effects of different types of fitness activities** on the body **FK RM:**
General: Pg. 1-7
Muscle: Pg. 7-2
Flexibility: Pg. 8.3
Cardio: Pg. 9-19
WTI RM: Pgs. 1-3 to 1-4
- sources of health information
- influences of **food choices and eating patterns** on physical performance **FK RM: Pgs. 10-15 to 10-16**
WTI RM: Pgs. 7-4 to 7-17
- **performance-enhancing supplements and drugs**
FK RM 10-8, 10-18

APPENDIX B

Content Locations for Fitness and Conditioning 12 Curriculum

FK RM= Fitness Knowledge Course Resource Manual

FK PB= Fitness Knowledge Course Program Booklet

WTI RM= Weight Training Instructor Course Resource Manual

WTI PB= Weight Training Instructor Course Program Booklet

Area of Learning: PHYSICAL AND HEALTH EDUCATION — Fitness and Conditioning Grade 12

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 **stay safe** during exercise.

Following proper **training guidelines** and techniques can help us reach our health and fitness goals.

Personal choices influence our health and fitness goals.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Health and active living</p> <ul style="list-style-type: none"> Participate daily in physical activities designed to enhance and maintain health components of fitness FK RM: Pgs. 1-6, 14 Identify, apply, and reflect on strategies used to pursue personal fitness goals FK RM: Pgs. 6-13 to 6-16 WTI PB: Pgs. 37-38 Identify and analyze the relationships between lifestyle patterns and performance in fitness activities FK RM: Pgs. 10-2 to 10-3 Analyze and critique 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 WTI RM: Pgs. 1-4 to 1-5; WTI PB: Pgs. 24-25 Plan ways to overcome potential barriers to participation in fitness and conditioning activities FK RM: Pgs. 1-8 to 1-10 Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in physical activities <p>Human anatomy and physiology</p> <ul style="list-style-type: none"> Identify and describe how muscles produce movement in different parts of the body and how to train those muscles FK RM: Pgs. 4-2 to 4-6, 9-12 to 9-13 WTI RM: Pgs. 5-18 to 5-119 Identify and describe the influences of different training styles on fitness results FK RM: Pgs. 7-16 to 7-17 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> anatomical terminology FK RM: Pg. 2-3 skeletal system, including bones and joints FK RM: Pgs. 2-4 to 2-15 FK PB: Pgs. 8-15 WTI PB: Pgs. 106-107 ways to train the muscular and cardiovascular systems FK RM: Pgs. 9-12 to 9-13 FK PB: Pgs. 17-27, 32-24, 41-45, 69-71 WTI RM: Pgs. 5-18 to 5-119 different types of muscle, including cardiac and skeletal muscle FK RM: Pgs. 3-2 to 3-36 relationships between energy systems and muscle fibre types FK RM: Pgs. 6-3 to 6-18 and 4-9 to 4-10 different types and functions of connective tissue FK RM Pg. 2-18 components of an exercise session FK RM: Pgs. 6-15 to 6-16 WTI RM: Pgs. 4-2 to 4-7 exercise safety and etiquette FK RM: Pgs. 11-9 to 11-21 WTI RM: Pgs. 6-2 to 6-14 ways to monitor and adjust physical exertion levels, including heart-rate monitoring and percentage of one-repetition maximum FK RM: Cardio: Pgs. 9-14 to 9-18

Principles of training

- Develop and demonstrate appropriate exercise techniques for a variety of fitness activities
FK RM:
Muscle: Pgs. 7-7 to 7-12
Flexibility: Pgs. 8-5 to 8-12
- Create, implement, and reflect on a **personalized fitness program** **FK RM: Pgs. 6-13 to 6-16** **WTI PB: Pgs. 89-91**
- Identify and analyze how **different types of fitness activities** influence the muscular system and the cardiovascular system
FK RM:
General: Pg. 1-7
Muscle: Pg. 7-2
Flexibility: Pg. 8.3
Cardio: Pg. 9-19
WTI RM: Pgs. 1-3 to 1-4

Social responsibility

- Demonstrate a variety of leadership skills in different types of fitness activities
- Demonstrate appropriate behaviours in different types of fitness activities and environments
- Apply safety practices in different types of fitness activities, for themselves and others
FK RM: Pgs. 11-9 to 11-21
WTI RM: Pgs. 6-2 to 6-14

Muscle: Pgs. 7-13 to 7-14

Flexibility: Pgs. 8-3 to 8-4

WTI RM: Pgs. 4-15 to 4-20

WTIPB: pgs. 69-73

- principles of program design, including training principles to enhance personal fitness levels, such as the **FITT principle, SAID principle, recovery, and specificity**
FK RM: Pgs. 6-9 to 6-12
WTI RM: Pgs. 1-8 to 1-11
WTI PB: Pgs. 27-29
- **effects of different types of fitness activities** on the body
FK RM:
General: Pg. 1-7
Muscle: Pg. 7-2
Flexibility: Pg. 8.3
Cardio: Pg. 9-19
WTI RM: Pgs. 1-3 to 1-4
- sources of **health information**
- influences of **personal choices** on physical performance
FK RM: Pgs. 10-15 to 10-16
WTI RM: Pgs. 7-4 to 7-17
- **performance-enhancing supplements and drugs** **FK RM 10-8, 10-18**

APPENDIX C

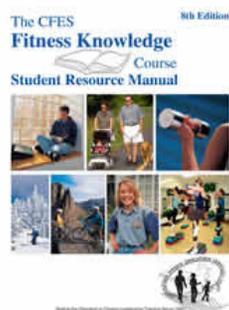
CFES Modules and Resource Information

Overview of Certification Process

Below is a brief overview of the steps needed to attain a professional certification for a Weight Training Instructor, Group Fitness Instructor, and/or an Aquafit Instructor. For more detailed information, including how to attain a Personal Trainer certification, please visit CFES at CFES/certification.

Modules and Resources

For more information on these modules and other resource pricing please visit CFES at [modules and resources pricing](http://modules_and_resources_pricing).



Fitness Knowledge Course

Resource Manual: \$44
Student Program Workbook: \$16.50
Educator Kit: e-copy free; hardcopy \$73.50



Weight Training Instructor Course

Resource Manual: \$44
Student Program Workbook: \$19.25
Educator Kit: e-copy free; hardcopy \$73.50