

## Course Outline

COURSE : **PRINCIPLES IN STRENGTH TRAINING**

PROGRAM : All Programs – General Education

DISCIPLINE : **109 Physical Education – Block 1**

Weighting: | Theory: 1 | Practical Work : 1 | Personal Study : 1

Prerequisite: none

INSTRUCTOR	OFFICE	☎ extension	✉ email or website
Jérôme Blais	E-09	6826	jerome.blais@college-em.qc.ca

### OFFICE HOURS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					

DEPARTMENT COORDINATORS	OFFICE	☎ extension	✉ email
Hélène Morin	AR-2	6731	helene.morin@college-em.qc.ca
Martin Choquette	AR-2	6774	martin.choquette@college-em.qc.ca

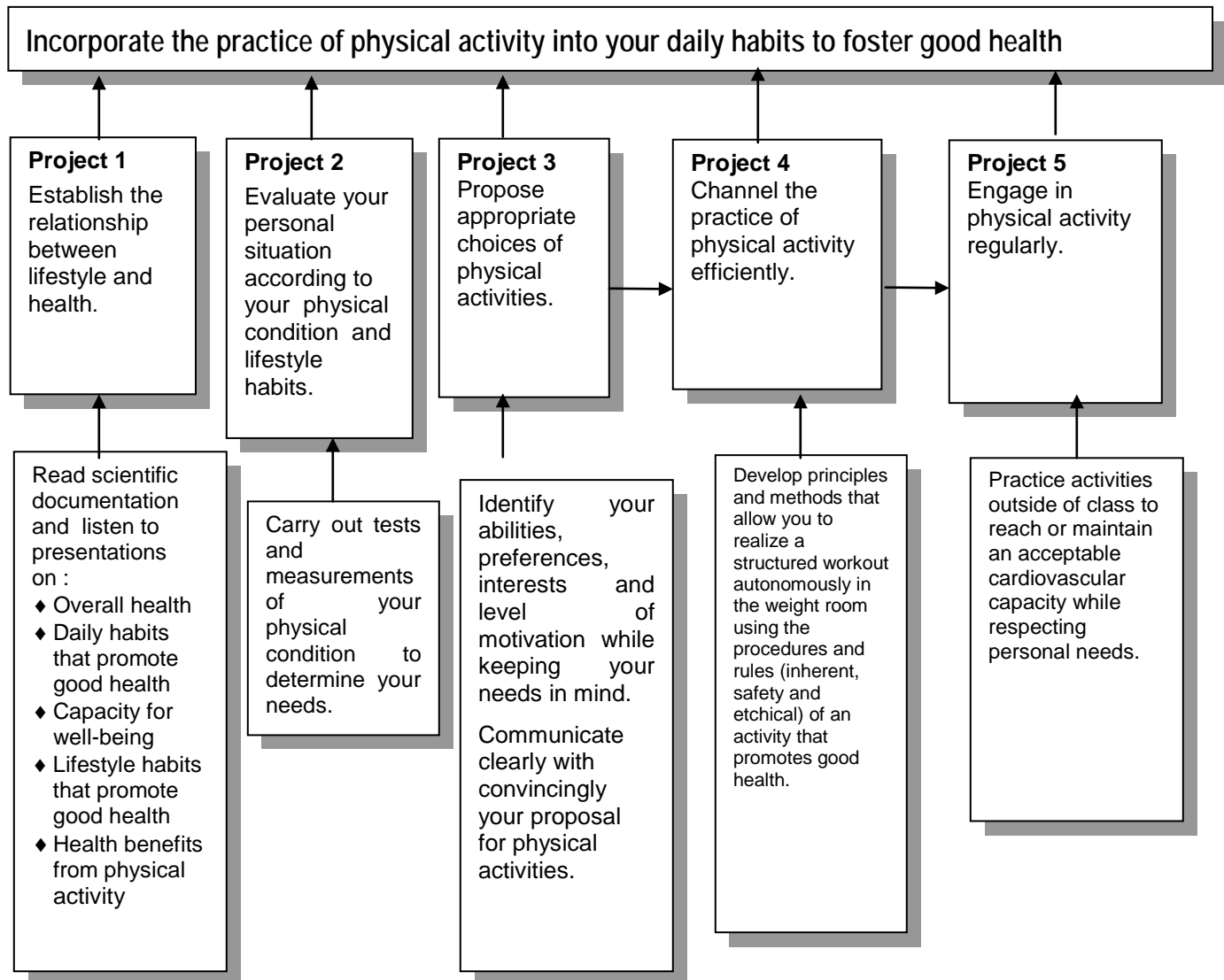
## CONTEXT OF THIS COURSE WITHIN THE PROGRAM

### INTRODUCTION TO THE STRENGTH TRAINING COURSE

The introductory course to the principles of strength training offers a study of various factors affecting health and fitness and allows participants to evaluate their personal situation in this regard.

The course also offers a set of practical exercises and tests designed to develop the necessary competencies to use a weight room safely and efficiently.

### DIAGRAM OF COURSE ACTIVITIES



## GENERAL INFORMATION

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For more information on the college's physical education courses, refer to the Physical Education Department's web site :

<http://www2.college-em.qc.ca/dept/educationphysique/>

### Physical Education and General Education

Along with the other disciplines in the general education courses, physical education contributes to developing the abilities, knowledge and attitudes necessary to be a lucid, responsible and active member of society. In varying degrees, it contributes to the goals of general education:

- ◆ To be able to think autonomously and critique your own lifestyle and health.
- ◆ To develop an awareness of responsibilities toward yourself and others.
- ◆ To know how to use your knowledge to analyze situations and determine appropriate action.
- ◆ To develop an awareness of the importance of adopting habits that foster healthy living
- ◆ To be able to conceptualize
- ◆ To be able to analyze and synthesize
- ◆ To develop healthy work habits
- ◆ To develop autonomy

### All Physical Education Courses → 3 Blocks

Courses offered in physical education are shared among three blocks. In order to receive credit for the three courses, students must pass one course in each block. There are no pre-requisites for courses in Block 1 and 2. However, passing the first two courses is a pre-requisite for taking a course in Block 3.

#### Block 1

You will evaluate your personal physical condition and lifestyle. You will identify your needs and suggest physical activities in line with your desired health benefits, your motivation and your ability.

#### Characteristics of Physical Education Courses at Édouard-Montpetit

*Physical education courses do not replace the need for physical activity.* In order to perform better at school and to develop competency in physical education, you should seek out ways to be active on a regular basis outside of the physical education courses. This should be done from the very beginning of your college studies.

In order to combat the negative effects of being sedentary, all of the courses include an activity or exercise routine that require a vigorous and sustained effort with emphasis on the development of the cardiovascular component which you are also encouraged to manage outside of class.

By the end of Block 3, that is, by the end of your physical education courses at the college, you will need to demonstrate a cardiovascular condition that allows you to reach a base level in a criterion-referenced test.

#### General Objective of the Course – Block 1 (code 4EP0)

*Analyze your physical activity in terms of lifestyle to promote good health.*

#### Information related to weighting of marks (1-1-1)

1 → weekly time devoted to theoretical learning

1 → weekly time devoted to practicing physical activity

1 → weekly time devoted to personal work

#### Course Format

A 30-hour course includes 2 consecutive hours per week and 15 hours (one hour per week) of personal work outside of class

# COURSE PLAN

## Project 1: Establish the relationship between lifestyle and health

Objectives	Strategy (methodology and content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
Explain the relationship between lifestyle habits, especially physical activities and your health using information from scientific research or the media.	<p>Assess fitness determinants using standardized tests:</p> <ul style="list-style-type: none"> <li>◆ Cardiovascular endurance</li> <li>◆ Muscular endurance</li> <li>◆ Flexibility</li> <li>◆ Posture and the health of your back</li> <li>◆ Body composition</li> </ul> <p>Assess lifestyle using qualitative questionnaires :</p> <ul style="list-style-type: none"> <li>◆ Degree of physical activity</li> <li>◆ <i>Energy Balance</i> *</li> <li>◆ Stress and relaxation</li> <li>◆ Posture</li> <li>◆ <i>Muscular strength</i></li> </ul> <p>The evaluations are used to illustrate the link between lifestyle habits and health. The theory courses cover the following topics :</p> <ul style="list-style-type: none"> <li>• Overall health</li> <li>• Dimensions of well-being</li> <li>• Lifestyle habits that foster good health</li> <li>• Health benefits of physical activity</li> <li>• Influence of societal and cultural factors on practicing physical activity</li> </ul>	Use the theoretical framework to make links between lifestyle habits and health to identify the health risks and benefits associated with your lifestyle habits.	<p>Read the required text : <u>Fitness Now!</u></p> <p>Answer a series of questions to guide you to the essential theoretical content of each chapter.</p> <p>Complete the laboratories and/or personal evaluations (see work calendar)</p>	<p><b>Course 6</b> Theory Exam # 1: objective <b><u>10 points</u></b></p> <p><b>Course 15</b> Theory Exam # 2 : objective <b><u>14 points</u></b></p> <p><b>Course 2</b> Chap. 1-2</p> <p><b>Course 3</b> Chap. 8</p> <p><b>Course 4</b> Chap. 7</p> <p><b>Courses 5</b> Chap. 10</p> <p><b>Course 8</b> Chap. 3</p> <p><b>Course 9</b> Chap. 3</p> <p><b>Course 10</b> Chap. 12</p> <p><b>Course 11</b> Chap. 9</p> <p><b>Course 12</b> Chap. 13</p> <p><b>All tests are reported on 11 points</b></p> <p><b>TOTAL POINTS FOR THIS PROJECT : 35 POINTS</b></p>

## Project 2: Assess your personal situation regarding your physical condition and lifestyle habits

Objectives	Strategy (methodology and content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
Recognize your needs, your abilities and what motivates you to regularly engage in physical activity	<p>Use standardized tests to evaluate the determinants of your physical condition</p> <ul style="list-style-type: none"> <li>◆ Cardiovascular endurance</li> <li>◆ Muscular endurance</li> <li>◆ Flexibility</li> <li>◆ Posture and the health of your back</li> <li>◆ <i>Energy balance</i></li> <li>◆ <i>Muscular strength</i></li> </ul> <p>Evaluate lifestyle habits using qualitative questionnaires :</p> <ul style="list-style-type: none"> <li>◆ Overall health</li> <li>◆ Dimensions of well-being</li> <li>◆ Lifestyle habits that foster good health</li> <li>◆ Health benefits of physical activity</li> <li>◆ Influence of societal and cultural factors on practicing physical activity</li> </ul>	<p>Use measurements from various assessments, available standards and the proposed theoretical framework to take a critical look at your physical condition and lifestyle habits.</p> <p>Identify the lifestyle habits that foster good health (strong points) and those that pose a risk (weak points) and, if applicable, identify the risk.</p> <p>Identify the physical abilities and needs that your assessment revealed by completing the analysis of test results.</p>	<ul style="list-style-type: none"> <li>◆ Find your heart rate at rest</li> <li>◆ Calculate your target heart rate (THR)</li> <li>• Complete the assessments that allow you to assess and take action according to your practice of physical activity.</li> </ul>	<p>Results of your physical ability <b><u>4 points</u></b></p> <p><b>Assessment 1.1</b> Lifestyle <b><u>1.5 points</u></b></p> <p><b>Assessment 2.1</b> Reflection on physical activity <b><u>1.5 points</u></b></p> <p><b>Assessment 3.1</b> Action plan <b><u>3 points</u></b></p> <p><b>TOTAL POINTS FOR THIS PROJECT : 10 POINTS</b></p>

### Project 3: Suggest an appropriate choice of physical activities

Objectives	Strategy (methodology and content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
Suggest an appropriate choice of physical activities according to your needs, abilities and motivators. Communicate clearly and convincingly your practice of physical activity.	<p>Using the assessment of your personal situation, identify your priorities for action in connection with your real motivation to meet your needs.</p> <p>Using questionnaires, identify your abilities regarding the practice of physical activity to find out your need to change or maintain your physical condition, your physical, motor and social aptitude as well as your scheduling, transport, equipment or cost constraints.</p>	<p>Highlight the results of all the tests and make a critical evaluation of your lifestyle (habits of physical activities in particular)</p> <p>Suggest a choice of activities consistent with your prioritized needs and the health benefits you want to realize. The proposed scenario should be realistic and should communicate clearly and convincingly. It should be in line with your knowledge regarding prevention, motivation and your ability to adapt.</p>	<p>Written assessment of your personal situation accomplished in Project 2.</p> <p>Identify factors of motivation, ability and interest (assessment 12.1).</p> <p>Read course manual (Chapter 12).</p> <p>Complete assessment 12.1 (companion website)</p>	<p><b>Course 14</b> Final assessment <b>6 points</b></p> <p><b>Course 14</b> Assessment 13 <b>4 points</b></p> <p><b>TOTAL POINTS FOR THIS PROJECT : 10 POINTS</b></p>

### Project 4: Practice physical activity according to an approach that promotes good health

Objectives	Strategy (methodology and content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)
Working autonomously, develop a structured workout session for the weight room using the procedures and rules (inherent, safety and ethical) to practice a health-promoting activity.	<p>Testing warm-up methods and ways to cool down.</p> <p>Introduction to muscular work and overload parameters.</p> <p>Experimenting with various types of exercises (Swiss balls, free weights, handsfree, devices, pulley and elastic devices).</p> <p>Efficacy and safety performing exercises using the equipment.</p> <p>Introduction to cardiovascular work; workout to train abdominals and flexibility.</p> <p>Elements of exercise physiology</p> <p>Inherent rules for activities practiced with safety and ethical rules in mind.</p> <p>Training principles</p> <p>Practice and performance of routines :</p> <ul style="list-style-type: none"> <li>• Warm-Up</li> <li>• Muscular work</li> <li>• Cardiovascular</li> <li>• Flexibility</li> <li>• Cool down</li> </ul>	<p>Students are able to conduct a thorough workout that is structured and coherent :</p> <ul style="list-style-type: none"> <li>◆ Arrive with appropriate clothing and have necessary accessories (towel and bottle of water)</li> <li>◆ Connect the various stages of the workout over a period of 100 minutes.</li> <li>◆ Perform complete workout.</li> <li>◆ Apply the parameters of overload in a cardiovascular and muscular work situation.</li> <li>◆ <i>Perform post work-out stretching</i></li> <li>◆ Allocate time for recovery and cool-down.</li> </ul> <p>Adjust the overload parameters according to your abilities and your progress.</p> <p>Record all data related to applying progressive overload on the workout forms (HR with effort, series, repetitions, etc.)</p> <p>Describe the exercises performed (action, joint position, muscular region, targeted muscles).</p>	<p>Find HR at rest.</p> <p>Calculate target heart rate.</p> <p>Find maxHR</p> <p>Choose muscular quality</p> <p>Choose 9 exercises from the musculation routine.</p>	<p><b>Course 4</b> Lab A (initial form) <b>5 points</b></p> <p><b>Courses 5 and 7</b> Labo B (max HR) <b>10 points</b></p> <p><b>Courses 12, 13</b> Complete personal workout. Quality of the training and execution sheet for the session is evaluated by the instructor using a criterion-referenced evaluation sheet. <b>20 points</b></p> <p>Formative evaluation : Teacher corrects various experimentations during the workout and periodic verification of the sheets.</p> <p><b>TOTAL POINTS FOR THIS PROJECT : 35 POINTS</b></p>

## Project 5: Practice physical activity regularly and sufficiently

Objectives	Strategy (methodology and content)	Expected Results (evaluation criteria, standards for mastery)	Preparatory Work (personal work outside of class)	Evaluation (methods, weighting, due dates)																																									
Practice physical activity in order to be able to demonstrate an acceptable cardiovascular capacity.	<p>From the beginning of the course, students are encouraged to seek ways and opportunities to meet their needs for physical activity outside the course.</p> <p>Cardiovascular capacity is assessed at the beginning and end of the course using a shuttle test</p> <p>Cardiovascular impact activities are performed in class and in personal work</p> <p>Implementing training principles.</p>	<p>Demonstrate a fitness level that allows you to reach the minimum performance on the shuttle test by the end of the session.</p> <table border="1"> <thead> <tr> <th colspan="2">Level reached</th> <th rowspan="2">Note over 10</th> </tr> <tr> <th>Females</th> <th>Males</th> </tr> </thead> <tbody> <tr> <td>10 and +</td> <td>13 and +</td> <td>12</td> </tr> <tr> <td>9 – 9.5</td> <td>12 – 12.5</td> <td>11 – 11.5</td> </tr> <tr> <td>8 – 8.5</td> <td>11 – 11.5</td> <td>10 – 10.5</td> </tr> <tr> <td>7 – 7.5</td> <td>10 – 10.5</td> <td>9 – 9.5</td> </tr> <tr> <td>6 – 6.5</td> <td>9 – 9.5</td> <td>8 – 8.5</td> </tr> <tr> <td>5 – 5.5</td> <td>8 – 8.5</td> <td>7 – 7.5</td> </tr> <tr> <td>4 – 4.5</td> <td>7 – 7.5</td> <td>6 – 6.5</td> </tr> <tr> <td>3.5</td> <td>6 – 6.5</td> <td>5 – 5.5</td> </tr> <tr> <td>3</td> <td>5 – 5.5</td> <td>4 – 4.5</td> </tr> <tr> <td>2.5</td> <td>4.5</td> <td>3</td> </tr> <tr> <td>2</td> <td>4</td> <td>2</td> </tr> <tr> <td>1.5 and --</td> <td>3.5 and --</td> <td>1</td> </tr> </tbody> </table>	Level reached		Note over 10	Females	Males	10 and +	13 and +	12	9 – 9.5	12 – 12.5	11 – 11.5	8 – 8.5	11 – 11.5	10 – 10.5	7 – 7.5	10 – 10.5	9 – 9.5	6 – 6.5	9 – 9.5	8 – 8.5	5 – 5.5	8 – 8.5	7 – 7.5	4 – 4.5	7 – 7.5	6 – 6.5	3.5	6 – 6.5	5 – 5.5	3	5 – 5.5	4 – 4.5	2.5	4.5	3	2	4	2	1.5 and --	3.5 and --	1	<p>Practice activities that allow you to maintain or develop an acceptable level :</p> <p>► cardiovascular endurance</p>	<p><b>Course 14</b> 20-meter shuttle test</p> <p><b>10 points</b></p> <p>The mark 10 is given according to the level reached.</p> <p><b>TOTAL POINTS FOR THIS PROJECT : 10 POINTS</b></p>
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**By the end of Block 3, that is, at the end of your physical education courses, you must demonstrate a cardiovascular physical condition that allows you to reach the minimum performance level in an assessment or criterion-referenced test.**

Level reached		Note /20
Females	Males	
10,5 and +	14 and +	22
9.5 – 10	13 – 13.5	21 – 21.5
8.5 – 9	12 – 12.5	20 – 20.5
7.5 – 8	11 – 11.5	18 – 19
6.5 – 7	10 – 10.5	16 – 17
5.5 – 6	9 – 9.5	14 – 15
4.5 – 5	8 – 8.5	12 – 13
3.5 – 4	7 – 7.5	10 – 11
3	6 – 6.5	8 – 9
2.5	5 – 5.5	6 – 7
2	4.5	4
1.5 and -	4 and -	2

## Synthesis of Summative Evaluation Methods

Learning Objective	Description of Evaluation Activity	Context	Due Date (date to hand in work or exam period)	Weighting (%)
Project 1	Theory Exam # 1 (objective)	In class, individually	Course 6	/ 10 points
	Theory Exam # 2 (objective)	In class, individually	Course 15	/ 14 points
	Fill out forms after completing reading assignments	Work done outside of class	Coures 2 to 12	/ 11 points
Project 2	Beginning profile	Results of your physical capacity and assessment of physical activity	From Course 2 to 11	/ 10 points
Project 3	Final assessment	Using Assessment 12.1, analyze your progress and justify your choice of activities	Course 14	/ 10 points
Project 4	Practical evaluation Develop a workout session	Lab A (initial sheet)	Course 4	/ 5 points
		Lab B (maxHR)	Course 5 and 7	/ 10 points
		Get in shape program, in class	Course 12, 13	/ 20 points
Project 5	Test to measure cardiovascular capacity	In the gym, 20-meter shuttle test	Course 14	/ 10 points
				<b>Total : 100</b>

**The passing grade** for this course is 60% based on the total number of points accumulated on all the summative exams. This minimum mark will be given if students have demonstrated that they have attained the baseline learning objectives. (PIEA, article 6.5.2.1)

## **INSTITUTIONAL AND DEPARTMENTAL POLICIES AND REGULATIONS**

All students enrolled at Collège Édouard-Montpetit must become familiar with and comply with the institutional policies and regulations. In particular, these policies address learning evaluations, maintaining admission status, French language policies, maintaining a violence-free and harassment-free environment, and procedures regarding student complaints. The French titles for the policies are: *Politique institutionnelle d'évaluation des apprentissages, les conditions particulières concernant le maintien de l'admission d'un étudiant, la Politique de valorisation de la langue française, la Politique pour un milieu d'études et de travail exempt de harcèlement et de violence, les procédures et règles concernant le traitement des plaintes étudiantes.*

The full text of these policies and regulations is accessible on the College web site at the following address: [www.college-em.qc.ca](http://www.college-em.qc.ca). If there is a disparity between shortened versions of the text and the full text, the full text will be applied and will be considered the official version for legal purposes.

### **Submitting Assignments and Corrections emise des travaux et correction**

Assignments must be submitted by the date, place and time determined by the instructor. Students will be informed in advance of the correction criteria and weighting of an assignment or exam.

#### **Penalty for Late Submission**

The penalty for assignments handed in late is 10% per day for assignments worth less than 10% of the final mark. For weekly activities, the penalty will be a loss of 1 (one) point per day that the assignment is late.

#### **Presentation of Written Work**

Assignments must be clean, typed and printed from a computerized word processor. Rough drafts will not be accepted. The instructor may refuse unacceptable work and impose late penalties until the presentation is satisfactory. The delay caused by resubmitting work in an acceptable format falls under the penalty for submitting late assignments. (PIÉA, 6.2.5.2)

#### **Plagiarism**

Any lack of intellectual honesty, even if it is a result of collaborative work, will receive a mark of « 0 » (zero) for the exam, assignment or evaluation activity in question. In this case, the instructor will send a written report to the department coordinator who will forward it to the Director of Studies (*Direction des Études*). (PIÉA, 6.6.1)

#### **Mark Revisions**

Students who believe they have received an unjustified mark on an evaluation, exam or final mark may request a revision of the mark during the semester or a final mark revision according to the provisions in Article 6.6.2 of the PIEA.

#### **Passing Mark**

The passing mark for this course is 60%. This minimum mark will be given if students demonstrate they have achieved the minimum learning objectives established for the course. (PIÉA, 6.5.2.1)

#### **Attendance**

Course presence is obligatory.

#### **Absence**

Any absence will be recorded in the student's file regardless of the reason.

Students may not accumulate more than 2 absences (equivalent to 4 course hours) **that are not justified for serious reasons.**

In any case, student absences are not to be viewed as authorized time off, but rather as a recognition that students have a right to a limited number of absences.

**A 3rd absence that is not made up and not justified for a serious reason will result in the student being excluded from the course.**

A warning will be sent to the administrator responsible for Program Services.

Students can justify absences with a written note indicating the reason(s) for the absence.

### **Make-Up Work**

**Instructors prefer that students make up work when possible. The instructor will erase the absence in the student's file when the student makes up the missed course according to the conditions and precise methods indicated by the instructor. Absences excused by the instructor for accepted serious reasons and for which no make up course is possible will not be penalized. However, if the student does not make up the course when it is possible, the absence will be unexcused and the student will be penalized.**

### **Special Considerations**

The attendance policy applies only to courses and not to summative evaluation activities for which the PIEA applies. **IN THE EVENT OF A PROLONGED ABSENCE FOR SERIOUS REASONS**, and when it is not possible to make up the work, students must advise their academic advisor (API) as soon as possible. In certain situations, students will be eligible for a Temporary Incomplete or Permanent Incomplete in compliance with Article 6.5.1.4 of the PIEA to avoid failing the course.

### **Review of Attendance Policy**

Instructors prefer that courses be made up whenever possible. The instructor will erase the absence from the student's file when the student makes up a missed course according to the conditions and precise methods indicated by the instructor. An absence excused for serious reasons that are accepted by the instructor and for which no make-up activity is available will not be penalized. However, if students do not make up missed courses when possible, their absence will be unexcused and will be penalized.

### **Tardiness**

Tardiness is recorded. The instructor can refuse to allow late students to attend courses if the tardiness is repetitive or abusive. In this case, an absence will be recorded in the student's file.

### **Early Departure**

Students must remain in class until the end of the course to be considered present.

### **Special Situations**

The attendance policy applies to courses only and not to summative evaluation activities where the PIEA applies. **IN THE EVENT OF A PROLONGED ABSENCE FOR SERIOUS REASONS** and when making up the courses is not possible, students must notify their academic advisor (API) as soon as possible. In certain situations, students will be eligible for a Temporary Incomplete or Permanent Incomplete in compliance with Article 6.5.1.4 of the PIEA to avoid failing the course.

### **Level of Involvement**

Students are expected to participate dynamically and enthusiastically in all courses. Students who demonstrate an unacceptable level of involvement could be asked to leave the course and refused entry if the behavior does not change. Students must establish positive and respectful communication with the instructor and other participants in the group; if not, they will be asked to change their language or behavior or leave the course.

Instructors can refuse access to the course if students are not appropriately dressed or if they have not brought with them the required material indicated in the course outline. An absence will be recorded.

### **Right to Appeal**

Students who believe that they have been treated unfairly may lodge a complaint with the appropriate administrator in Program Services in compliance with Article 6.3.4.

### **Attendance at Summative Evaluation Activities**

#### **Attendance at summative evaluation activities is obligatory.**

Any absence from a summative evaluation activity that is not excused for a serious reason (illness, death in the family, major catastrophe) can lead to the mark of zero (0) for the activity. Written excuses may be required.

If the instructor deems the reasons for absence are serious and justified, an arrangement for the mark will be made between the instructor and the student. (PIEA 6.2.5.1)



## COURSE PARTICIPATION

### CLOTHING

**Appropriate athletic clothing is obligatory.**

- T-Shirts (camisoles are not allowed)
- Only shorts or sweatpants are allowed.
- Support under-garments to allow comfortable and safe movement
- Socks
- Gym shoes in good condition with cushioned soles and providing good foot support. They must be **attached/tied at all times.** (tied laces visible)
- No caps or hats
- Long hair must be tied back.

Students must :

- Be punctual, that is, they should arrive, dress appropriately and bring required material.
- Respect the rules and good sportsmanship in their reports and with classmates.
- Contribute to creating a safe environment for the activity.
- Contribute to creating an efficient, serious, relaxed and enjoyable atmosphere.
- Carefully follow instructions to carry out tests and exercises.
- Methodically record the observations needed for the forms.
- Meet their teachers during their posted office hours for any questions concerning the course.

### REQUIRED MATERIAL

- Medium-sized towel
- Required texts
- Lead pencil
- Notebook or folder for documents
- Calculator
- Locks and personal hygiene accessories (shower)

### Required Text:

**Chevalier, Oljemark et Cook.** *Fitness Now! – Student Workbook* English Edition, 2006

**Chevalier, Oljemark et Cook.** *Fitness Now!* English Edition, 2006

### MEDIAGRAPHY

- Croisetière, Réjean, abdominaux, répertoire d'exercices, Édition RC 2004
- Croisetière, Réjean Musculation, répertoire d'exercices, 3<sup>e</sup> édition RC, 70 p.
- Croisetière, Réjean, Ballon- suisse, répertoire d'exercices, Édition RC 2002
- [www.erpi.com/chevalier.cw](http://www.erpi.com/chevalier.cw) (Companion Website)

## Work Calendar

Course	Content	Homework	Due Date	Weighting
1	Introduction to Course Outline Introduction to equipment Taking heart rate Safety QAAP (Table 6.3 p.178 textbook)	Reading and Questionnaire Chapters 1 and 2 Assessments 1.1, 2.1  Fill out PAR-Q		
2	Review Chapters 1 and 2 Warm-Up 20m Shuttle Test Tests of physical ability (fill out and complete at home)	Reading and Questionnaire Chapter 8	Hand in questionnaire Chapter 1 and 2 (Moodle) Assessment 1.1, 2.1 (paper) Completed PAR-Q	<b>2 points</b> <b>3 points</b>
3	Review Chapter 6 Target Heart Rate (THR) Terminology of Movements Cardiovascular Session Tries Equipment trials Muscular endurance workout	Reading and Questionnaire Chapter 7	Hand in Questionnaire Chap. 8  Hand in results sheet on physical ability	<b>1 point</b>  <b>4 points</b>
4	Review Chapter 7 <b>Workout correction</b> , name of exercises Explanation of maximum loads ( <b>Laboratory A : maxHR</b> ) Cardiovascular workout Equipment and exercise balls	Reading and Questionnaire Chapter 10	Hand in Questionnaire Chap. 7	<b>1 point</b>  <b>5 points</b> <b>(Lab A)</b>
5	Review Chapter 9 <b>Muscle qualities</b> Cardiovascular Workout Optimal strength workout ( <b>Laboratory B #1 to 4</b> )	Study for Theory Exam #1 Chapters 1-2-7-8-10	Hand in Questionnaire Chap. 10	<b>1 point</b>  <b>5 points</b> <b>(Lab B)</b>
6	Documentary on obesity <b>Theory Exam # 1</b>			<b>10 points</b> <b>(examen)</b>
7	Exam Review Cardiovascular workout Sub-maximum workout ( <b>Laboratory B #5 to 8</b> ) Develop personal workout <i>Choose muscle quality</i>	Reading and Questionnaire Chapters 4		<b>5 points</b> <b>(Lab B)</b>
8	Review Chapters 4 and 5 Complete and try out personal workout Jacobson Relaxation	Reading and Questionnaire Chapter 3 Assessment 3.1	Hand in Questionnaire Chap. 4	<b>1 points</b> <b>3 points</b>
9	Review Chapter 3 Try out personal workout Cardiovascular workout	Reading and Questionnaire Chapter 12	Hand in Questionnaire Chap. 3 Assessment 3.1	<b>1 point</b> <b>3 points</b>
10	Review Chapter 8 <i>Formative evaluation of personal workout</i> Adjust personal workout	Reading and Questionnaire Chapter 9	Hand in Questionnaire Chap. 12	<b>1 point</b>
11	Review Chapters 10 and 11 <i>Formative evaluation of personal workout</i> Adjust personal workout	Reading and Questionnaire Chapter 13  Complete Assessment 12.1 on the companion website	Hand in Questionnaire Chap. 9	<b>1 points</b>
12	<b>Évaluation of personal workout</b>			<b>10 points</b>
13	<b>Évaluation of personal workout</b>			<b>10 points</b>
14	<b>Retake of 20m Shuttle Test</b>  Retake of physical ability tests	Study for Theory Exam # 2 Chapters 3-4-5-8-10-11-12  <b>Final Assessment</b>	Assessment 13	<b>10 points</b> <b>(L-B)</b> <b>6 points</b> <b>4 points</b>
15	<b>Theory Exam # 2</b>		Hand in completed final assessment	<b>14 points</b>