HIGH SCHOOL COURSE OUTLINE

<table>
<thead>
<tr>
<th>Department</th>
<th>Physical Education</th>
<th>Course Title</th>
<th>Weight Training 1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>3717</td>
<td>Course Title</td>
<td>Weight Training 1-2</td>
</tr>
<tr>
<td>Grade Level</td>
<td>11-12</td>
<td>Course Length</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Course Length</td>
<td></td>
<td>Credit/Semester</td>
<td>5</td>
</tr>
<tr>
<td>Required for Graduation</td>
<td>No</td>
<td>Meets H.S. Grad Requirement</td>
<td>Elective Credit</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>2 Years of Physical Education</td>
<td>Articulated with LBCC</td>
<td>No</td>
</tr>
<tr>
<td>Meets UC “a-f” Requirement</td>
<td>No</td>
<td>Meets NCAA Requirement</td>
<td>No</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION: This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

GOALS:

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

CONTENT STANDARDS:

Students will:

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.

1.1 Explain and apply biomechanical principles of 1st, 2nd, & 3rd class levers specific to a variety of lifting techniques.

1.2 Observe and analyze the techniques of another while lifting (or yourself through video) and write an analysis of the performance.
1.3 Demonstrate proper spotting techniques for all lifts and exercises which require spotting.
1.4 Observe and analyze the techniques of another performing a plyometric exercise (or yourself through video) and write-up an analysis of the performance.
1.5 Measure and assess multiple performances of another in the following areas: balance, reaction time, agility, coordination, power, and speed.
1.6 Identify and apply biomechanical principles necessary for the safe and successful performance of weight training.
1.7 List, describe, and demonstrate use of safety equipment required for participation in weight training.
1.8 Demonstrate independent learning of movement skills in weight training.

Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Establish a set of personal physical fitness goals utilizing the principles of training and create a strength-training and conditioning program.
2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight training exercises.
2.3 Measure and assess multiple performances of another in the following areas: muscular strength, muscular endurance, cardiorespiratory endurance, and flexibility.
2.4 Explain that biomechanics, muscle size, gender, age, training experience, training technique, specificity, and muscle stretch affect strength performance.
2.5 Demonstrate and explain the techniques and concepts of three different types of weight training programs.
2.6 Demonstrate and explain the concepts of two different conditioning programs.
2.7 Develop and/or use a personal physical fitness log to record all workout data on a daily basis.
2.8 Based on the personal physical fitness goals set in 2.1, achieve a significantly higher level of speed, strength, power, and endurance.
2.9 Meet physical fitness standards that exceed those of the State-mandated test.

Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Self Responsibility
3.1 Display safe and responsible behavior while training.
3.2 Describe the role of motivation in physical activity.
3.3 Describe how the perception of effort and quality is a personal assessment and the role it plays in achieving fitness goals.
3.4 Develop personal goals to improve performance in weight training and fitness.
3.5 Identify and analyze weight training and fitness activities that enhance personal enjoyment.
3.6 Evaluate risks and safety factors that may affect participation in weight training and fitness throughout a lifetime.

Social Interaction
3.7 Explain how to select and modify weight training and fitness activities to allow for participation by children, the elderly, and those with special needs.
3.8 Analyze the role of social interaction in the successful participation and enjoyment of participating in weight training and fitness activities.

Group Dynamics
3.9 Assist others in achievement of their fitness goals.
PERFORMANCE STANDARDS

The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level. Performance level is determined by the average of the Assessments or Assignments.

District Physical Education Performance Standard Criteria

<table>
<thead>
<tr>
<th>Assessment/Assignments</th>
<th>Not Proficient 1</th>
<th>Partial Proficient 2</th>
<th>Proficient 3</th>
<th>Advanced Proficient 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded Student Assignments/Assessments</td>
<td>Average is a 1 or less than 60%</td>
<td>Average is a 2 or 60% - 69%</td>
<td>Average is a 3 or 70% - 84%</td>
<td>Average is a 4 or 85% - 100%</td>
</tr>
<tr>
<td></td>
<td>Minimal Completion</td>
<td>Partially Complete</td>
<td>Mostly Complete</td>
<td></td>
</tr>
<tr>
<td>Plan Minimally Complete</td>
<td>Plan Partially Complete</td>
<td>Plan includes almost all components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes all of the components for one week</td>
<td>Includes all of the components for two weeks</td>
<td>Includes all of the components for three weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance-based Assessments</td>
<td>Not proficient</td>
<td>Occasionally performs correctly</td>
<td>Performs correctly most of the time</td>
<td>Always performs skill correctly</td>
</tr>
</tbody>
</table>

OUTLINE OF CONTENT AND TIME ALLOTMENT

Introduction to Weight Training and Conditioning 1 Week

Class Curriculum, Expectations, Grading Policy
Classroom Rules and Procedures
Locks and Locker Room Procedures
Dressing Policy

Fitness Pre-Test 1 Week

Assess personal fitness, compare personal scores data to health standards and set goals of maintenance and improvement.
Physical Fitness Concepts and Techniques 12 Weeks (ongoing)

Apply principles of resistance training.
Apply physiological principles involved in human movement.
Select a leisure time physical activity and identify opportunities in the community to participate in this activity.
Describe current trends in fitness and conditioning
Understand the components of total health fitness and the relationship between physical activity and lifelong wellness.
Fitness Technology: (heart rate monitors, heart rate wands, skin calipers, computer software).

Nutrition 3 Weeks (ongoing)

Nutrients
Nutrition labeling information
Food Choices
  Food Guide Pyramid
  Influences on food choices-social, economic, cultural
  Access to adequate food sources
  Comparison of food values
Weight Management-proper practices to maintain, lose, gain
Eating Disorders
Proper hydration
The effects of performance enhancement drugs
  Ephedra
  Creatine
  Steroids

Resistance Training for Muscular Strength and Endurance 12 Weeks (ongoing)

Apply principles of resistance training
Safety techniques (spotting, proper body alignment, lifting techniques)
Demonstrate an understanding of proper weight training principles and concepts in order to achieve desired results
Perform basic resistance exercises (including free weights, hand weights, weight machines, exercise bands and tubing, medicine balls, fit balls)
Advanced techniques of weight training
Advanced techniques of strength training

Cardiorespiratory Fitness 6 Weeks (ongoing)

Assess cardiorespiratory fitness and set goals to maintain or improve fitness levels
Participate in a variety of cardiorespiratory activities including i.e. power walking, pacer test, interval training, incline running, distance running.
Fitness Post Test  1 Week

Reassess personal fitness and compare scores to pre-test scores and personal goals
Record data on fitness software

Closure  1 Week

Evaluate and implement weight training program
Reflection
Locker Room Shut-Down

METHODS

A variety of instructional strategies will be used to accommodate all learning styles.

- Guided practice
- Group discussion

Student centered learning to include:
- peer coaching
- reciprocal teaching
- checklists
- video (peer and self-analysis)
- guided discovery
- stations and circuits
- task cards
- computer lab

MATERIALS USED IN TEACHING THE COURSE

Basic Physical Education Classroom Equipment

Chalkboard/white board
Stereo with CD player and Tape player
Wireless microphone and speaker system
Stopwatches
Clipboards (teacher and students class set) and pencils
Equipment appropriate to the unit: acquire from the District Stock Catalog and/or Physical Education Equipment Catalogs (i.e.; Gopher, Flaghouse, Education Company, etc.)

Fitness and Fitness Assessment Equipment

Heart Rate Monitors: Polar Electro Inc., (800) 290-633-0370
Heart Rate Wands: Insta-Pulse
Fitnessgram Software and fitness testing equipment (skin fold calipers, tape or CD of push-ups and curl-ups cadence, rulers, mat with line for curl-ups, software) from:
Body fat analyzers
Concept 2 Indoor Rowing Machines from:
Concept 2, 105 Industrial Park Drive, Morrisville, VT 05661
(800) 245-5676, www.concept2.com

Stationary Bikes (Monark)

Variety of fitness software from
Bonnie’s Fitware
18832 Stefani Avenue, Cerritos, CA 90703 (562) 924-0835
and Human Kinetics

Step for Step Aerobics
Jump Ropes

Medicine Balls – variety of sizes, weights, coverings

Mats

Dumbbells and Barbells

Elastic bands, Dynabands and Hand Weights

Music tapes or CD'S

CD/cassette deck player and speakers

Charts of fitness exercises (check Physical Education catalogs)

Various Weight Machines and Resistance Training Machines

Technology Equipment

Video cameras, VCR’s and monitors
Computers with internet access
Computer fitness software
Heart rate monitors and heart rate monitor interface and software
Body fat analyzers

General Reference Books

Dynamic Physical Education for Secondary School Students
By Robert P. Pangrazi and Victor P. Dauer
Allyn and Bacon, A Division of Simon & Shuster, Inc.
160 Gould Street, Needham, Heights, MA 02194

Physical Education for Lifelong Fitness, The Physical Best Teacher's Guide
By American Alliance for Health, Physical Education, Recreation and Dance, 1999
Human Kinetics, P.O. Box 5076, Champaign, IL 61825-5076

Physical Best Activity Guide, Secondary Level
By American Alliance for Health, Physical Education, Recreation and Dance, 1999
Human Kinetics, P.O. Box 5076, Champaign, IL 61825-507
EVALUATION

- Journals and logs
- Portfolios
- Checklists
- Rubrics of performance assessments during activity
- Quizzes and tests
- Projects (rubric assessed)
- Video
- Computer software
- Fitnessgram

A common grading policy ensures consistency between schools and classrooms across the district.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Suggested Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.</td>
<td>30-40%</td>
<td></td>
</tr>
<tr>
<td>Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</td>
<td>30-40%</td>
<td></td>
</tr>
<tr>
<td>Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.</td>
<td>20-30%</td>
<td></td>
</tr>
</tbody>
</table>
**Suggested Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Submitted by:  Joan Van Blom

School:  Health/PE Office

Revised Date:  6/05