



**HIGH SCHOOL COURSE OUTLINE**

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

**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 1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> 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

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

## 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:

American Fitness Alliance, Human Kinetics Publishing, Il., 1997  
P.O. Box 5076, Champaign IL. 61825-5076  
(800) 747-4457, [www.americanfitness.com](http://www.americanfitness.com)

Body fat analyzers

Concept 2 Indoor Rowing Machines from:  
Concept 2, 105 Industrial Park Drive, Morrisville, VT 05661  
(800) 245-5676, [www.concept2.com](http://www.concept2.com)

Stairmaster

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

Concepts of Physical Education, What Every Student Needs to Know

By The National Association for Sport and Physical Education  
1900 Association Drive  
Reston, VA 20191-1599 (703) 476-3410

Lessons from the Heart

By Beth Kirkpatrick and Burton Bimbaum  
Human Kinetics, 1997

Classroom Textbooks

Fit & Well

By Thomas Fahay, Paul Insel, Walton Roth  
Mayfield Publishing Company, 2001

General Music Resources

Wagon Wheel Records  
16812 Pembroke Lane  
Huntington Beach, CA 92649  
(714) 846-8169

Christy Lane  
Dynamix  
Power Mix

**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.

**Suggested Percent of Grade**

Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.	30-40%
Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.	30-40%
Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.	20-30%

**Suggested Grading Scale**

- A** 90% - 100%
- B** 80% - 89%
- C** 70% - 79%
- D** 60% - 69%
- F** Below 60%

Submitted by: \_\_\_\_\_ Joan Van Blom \_\_\_\_\_

School: \_\_\_\_\_ Health/PE Office \_\_\_\_\_

Revised Date: \_\_\_\_\_ 6/05 \_\_\_\_\_