



## Manhattan Center for Science and Math High School

### Physical Education Department Curriculum

#### Weight Training

<http://mcsportal.net>

#### Marking Period 1

#### Topic and Essential Question

Week 1-What are the class procedures and routines? What is heart rate? What is maximum heart rate? What is target heart rate? What is the pacer test? How is the test conducted? What are the different components of the Fitnessgram testing?

Week 2-What is muscular strength? What is muscular endurance? How are both concept similar and different? What is a slow twitch muscle fiber? What is a fast twitch muscle fiber? How to properly perform a squat? What is a lunge and how to properly perform the exercise? How to properly perform the curl-up exercise for the fitnessgram test? How to properly perform the push up exercise for the fitnessgram test?

Week 3-What are the 5 components of health related fitness? What is flexibility? How to properly perform the sit and reach test for the fitnessgram test? How to perform the trunk lift measurement for the fitnessgram test? What is static stretching? What is dynamic stretching? How are both concept different?

Week 4- What is body composition? How to properly measure height and weight? What is BMI? How does BMI differ based on a gender? What is a healthy BMI? How is BMI determined?

Week 5-Fitnessgram testing-How to perform all of the fitnessgram test and measurements?

Week 6- What have we learned from the fitness unit and the tests performed?

#### Unit/Topics

Week 1- Class procedures and routines, cardiovascular endurance

Week 2- muscular strength and endurance, curl up, push up

Week 3- flexibility, trunk lift, sit and reach

Week 4- Body composition, BMI,

Week 5- Fitnessgram Testing

Week 6-Fitnessgram testing, unit written assessment

#### SWBAT/Objectives

#### Student Learning Outcomes/Student Objectives:

##### Psychomotor domain-

As a result of participating in the fitness unit, students will use the learned skills and specific fitnessgram tests to successfully perform them for the fitnessgram testing week. Students will use the learned concepts and steps to execute each test properly according to the guidelines.

##### Cognitive domain-

As a result of participating in the fitness unit, students will understand the correct steps needed to execute each of the fitnessgram tests and understand proper steps in executing each exercise.

##### Affective domain-

As a result in participating in the soccer unit, students will learn through peer demonstrations, class discussions, group and individual practice. Students will be able to work with their peers to improve on the skills learned in the unit and apply the knowledge gained to create fitness routines which can be performed outside of the school setting.

#### Vocabulary/Key Terms

Heart rate, Maximum Heart Rate, Target Heart Rate, Fitness, 5 components of fitness, sets, reps, muscular endurance, muscular strength, flexibility, range of motion, joint, tendon, aerobic, anaerobic, interval training, push up, curl up, trunk lift, sit and reach, BMI,

**Assessments:** Visual Assessment, Skill Rubrics, Physical Skill Assessment, Written Assessment

**NYS Standards/Common Core Standards:**

**NYC Content Standards/Benchmarks:**

**Personal Health & Safety:**

This lesson incorporates the key idea of motor performance. The students learn for properly perform number of exercises and concepts which they will use in throughout they life.

**A Safe and Healthy Environment:**

The unit incorporates the key ideas regarding personal behavior during physical activity. The students will follow the rules and directions of the lesson's activities, drills, and procedures. Students will also learn the key terms and use the vocabulary in the class setting.

**Resource management:**

This unit will teach students the necessary skills students will need to lead a healthy lifestyle. From the knowledge gained students will be able to work out on their own during their free time.

**Differentiated Instruction:**

- Flexible grouping
- Cooperative Learning
- Visual Learning through peer demonstration
- Motivation through visual and interactive questions

**ELLs:**

1. Grouping students who are ELL with students who speak the same language
2. Visual demonstration of the skills and drills

**SWDs:**

1. Review of the skills and concepts learned in the previous lesson
2. Grouping with students who are excelling at the skill to aid students who are having difficulties

**High-Achievers:**

Use the students how are high achieving in the sport/skill to work with students are learning the skills. Students will be asked to present the skill to the class and explain the best sequence of steps he/she used in order to successfully execute the skill.

**Resources/Books** Rubrics, Reading materials sent through Pupil Path,

Homework: Per Teacher