



Manhattan Center for Science and Math High School

Physical Education Department Curriculum

Weight Training

<http://mcsportal.net>

Marking Period 2

Topic and Essential Question

Week 1-What is the history of weight training? What are the safety procedures of the weight training class? What are the six major muscle groups of the body? What is a set? What is a rep? What is recovery time? How are sets, reps, and recovery time related to each other? What is weight training intensity?

Week 2-How to perform the reverse grip barbell bent over row? How to perform the supine and incline barbell bench press? How to perform barbell lunges? How to perform a barbell upright row? How to perform a barbell curls?

Week 3-How to perform ez-bar overhead extension? How to perform a dumbbell bent over row? How to perform a supine and incline dumbbell press? How to perform a barbell dead lift? How to perform a standing barbell press?

Week 4- How to perform a standing dumbbell alternate curl exercise? How to perform a dumbbell overhead extension exercise? How to perform the lat pull down exercise? How to perform the dumbbell fly exercise? How to perform the straight leg deadlift?

Week 5-How to perform the dumbbell front/lateral raise? How to perform concentration curls? How to perform tricep kickback? How to perform barbell squats?

Week 6- How to perform front squats? What are skull crushers? How to perform the vertical chest press?

Unit/Topics

Week 1- Weight training class rules, beginner concepts

Week 2- Introduction to various exercises

Week 3- Introduction to various exercises

Week 4- Introduction to various exercises

Week 5- Introduction to various exercises

Week 6-Introduction to various exercises, Review and assessment

SWBAT/Objectives

Student Learning Outcomes/Student Objectives:

Psychomotor domain-

As a result of participating in the fitness unit, students will use the learned concepts to successfully perform each of the learned exercises.

Cognitive domain-

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

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

Set, rep, recovery time, extension, curl, dumbbell, barbell, ez-curl bar, weight plate, collars, spotter, push, pull, intensity, frequency, duration, hypertrophy, atrophy, deadlift, bicep, tricep, trapezius, deltoid, rectus abdominus, oblique, hamstrings, soleus, gastrocnemius, quadriceps, pectorals, latissimus dorsi,

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