



Manhattan Center for Science and Math High School

Physical Education Department Curriculum

Weight Training

<http://mcsmportal.net>

Marking Period 3

Topic and Essential Question

Week 1-What is a weight training log? Why is it important to keep track of the workouts? What are the most important parts of a weight training log?

Week 2- What is the best way to split the workouts day? How many exercises should a person perform for each of the muscle groups? Is there a best sequence of exercises?

Week 3-what are the four training types? How does each of the training types differ from one another?

Week 4- What is an overload principle? What does F.I.T.T principle stand for and how can we apply it into our workouts?

Week 5-What is an ascending overload? What is a descending overload? What are the three body types? How does nutrition impact our training and goals?

Week 6- What have we learned from the weight training unit and our workout logs?

Unit/Topics

Week 1- components of a weight training log
Week 2- designing of the workout routine and log
Week 3- various concepts of weight training
Week 4- various concepts of weight training
Week 5- various concepts of weight training
Week 6-Unit Review, unit written assessment

SWBAT/Objectives

Student Learning Outcomes/Student Objectives:

Psychomotor domain-

As a result of participating in the weight training unit, students will use the learned skills and specific exercises to successfully design and workout according to a log.

Cognitive domain-

As a result of participating in the weight training unit, students will understand different eight training principals and how to correctly incorporate them into their weight training routines.

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

Log, ascending overload, descending overload, overload principal, power training, strength training, hypertrophy, nutrition, carbohydrates, protein, fat, mesomorph, endomorph, ectomorph, bodybuilding,

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 log their workouts to meet health related goals.

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 weight training concepts 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