High School Advanced Weights Curriculum

Course Description: Advanced Weight Training is an extremely high intensity course designed to meet the needs of highly motivated students. Students lift weights four days per week with other related activities once a week. Students should expect to work extremely hard and see significant increases in strength and power. This course may be repeated for additional credit.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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</thead>
<tbody>
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<td>18 weeks</td>
<td>Safety and Technique</td>
<td>Topic 1: Technique</td>
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<td>Topic 2: Injury Prevention</td>
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<td>Topic 3: Personal/Social Responsibilities</td>
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<td>18 weeks</td>
<td>Concepts of Physical Fitness</td>
<td>Topic 1: Body Systems</td>
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<td>Topic 2: Movement Concepts</td>
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</tbody>
</table>
Unit 1: Safety and Technique

Subject: Physical Education, Advanced Weights
Grade: 10-12
Name of Unit: Safety and Technique
Length of Unit: 18 weeks
Overview of Unit: Students will be introduced to the importance safety and technique in the weight room and how it can promote lifetime fitness.

Priority Standards for unit:
- Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)

Supporting Standards for unit:
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the critical elements of selected advanced skills</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>the critical elements of selected advanced skills</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
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</tbody>
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Essential Questions:
1. How does participating in ongoing strength training and conditioning promote a healthy balance of one’s overall fitness?
2. How does using an effective strength and conditioning program to prevent injury and increase functional muscular strength?
3. How do various lifts, spotting techniques and safe use of equipment decrease the likelihood of injury?
4. How does the utilization of proper techniques and skills maximize the effects of using a strength training program?
5. Why is it important to properly care for equipment?

Enduring Understanding/Big Ideas:
1. Participating in ongoing strength and conditioning promotes healthy balance of overall fitness.
2. Using an effective strength and conditioning program can help prevent injury and increase functional muscular strength.
3. The proper use of safety equipment and spotting techniques decreases the likelihood of injury.
4. Utilizing proper techniques and skills will maximize the effects of using the strength training program.
5. Proper care and use of equipment increases safety and longevity of the equipment.

Unit Vocabulary:

<table>
<thead>
<tr>
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<th>Content/Domain Specific</th>
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<td>Describe</td>
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<td>Plyometrics</td>
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</table>
Engaging Experience 1
Title: Technique
Suggested Length of Time: 18 weeks
Standards Addressed

Priority:
● Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)

Supporting:
● TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
● TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: The student will demonstrate proper techniques and advanced skills to execute assigned lifts. The student will participate in daily observation while performing advanced strength training exercises and will test (max out) at the end of each training period (9 weeks). The student will show significant strength gains from pre- and post-test in the advanced core lifts: bench press, squat and hang clean. The student will demonstrate the proper use of safety equipment and spotting techniques. The student will participate in daily observation using equipment correctly while strength training and will demonstrate knowledge of the rules and proper spotting techniques.

Bloom’s Levels: Understand
Webb’s DOK: 1
Topic 2: Injury Prevention

Engaging Experience
Title: Injury Prevention

Suggested Length of Time: 18 weeks

Standards Addressed

Priority:
- Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)

Supporting:
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instruction: The students will demonstrate understanding of the importance of warm up and cool down routines. The student will participate in a warm up activity, dynamic stretching, and a cool down activity.

Bloom’s Levels: Analyze

Webb’s DOK: 1
Engaging Experience
Title: Personal/Social Responsibilities
Suggested Length of Time: 18 weeks

Standards Addressed

Priority:
- Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)

Supporting:
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: The student will show responsibility for the care and use of equipment. The student will demonstrate proper care and use of equipment during daily class observations.

Bloom’s Levels: Analyze

Webb’s DOK: 1
Engaging Scenario

At the end of the course, students will need to perform a warmup and cool down successfully. Students will need to perform correct safety and spotting techniques. In addition, strength gain will be measured as a form of assessment in the three advanced core lifts of bench press, squat, and hang clean. Assessment will be based upon the first test at beginning of the course to the last test at the end. In final, students will need to show their responsibility in the weight room.
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<th>Engaging Experience Title</th>
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<td>18 weeks</td>
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Unit 2: Concepts of Physical Fitness

Subject: Physical Education, Advanced Weights  
Grade: 10-12  
Name of Unit: Concepts of Physical Fitness  
Length of Unit: 18 weeks  
Overview of Unit: Students will be introduced to the importance of physical education in the areas of body systems and advanced movement concepts. These systems and concepts will be implemented in the weight room.

Priority Standards for unit:
- PA1D9-12a Identify the major muscle groups that are engaged during specific exercises and activities (e.g., bicep – bicep curl)
- MP3C9-12a Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)

Supporting Standards for unit:
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

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<tr>
<td>rhythmic activities that use a variety of equipment to develop various components of fitness</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>1</td>
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Essential Questions:
1. How does a healthy balance of flexibility, muscular endurance, cardiovascular endurance, and muscular strength increase success in achieving fitness goals?
2. How does the utilization of proper techniques and skills maximize the effects of using a strength training program?
3. How does the knowledge and the understanding of the major muscle groups that are engaged during specific exercises promote sports-specific strength training?

Enduring Understanding/Big Ideas:
1. Maintaining a healthy balance of the four-related components increases success in achieving fitness goals.
2. Utilizing proper techniques and skills will maximize the effects of using the strength training program.
3. Knowledge and understanding the major muscle groups and engaging them in specific exercises can enhance sports and activity performance.

**Unit Vocabulary:**

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Topic 1: Body Systems

Engaging Experience 1
Title: Body Systems
Suggested Length of Time: 18 weeks
Standards Addressed

Priority:
- PA1D9-12a Identify the major muscle groups that are engaged during specific exercises and activities (e.g., bicep – bicep curl)

Supporting:
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: The student will identify muscle groups associated with the assigned lift. The student will participate in daily observation with exercises engaged with certain muscle groups. The student will participate in a written assessment identifying muscle groups with advanced strength training exercises.

Bloom’s Levels: Understand
Webb’s DOK: 1
**Engaging Experience**

**Title:** Movement Concepts  

**Suggested Length of Time:** 18 weeks  

**Standards Addressed**

*Priority:*
- MP3C9-12a Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)

*Supporting:*
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The students will demonstrate and analyze critical elements of strength training skills using a variety of movements. The students will participate in various exercises with advanced movements utilizing specific equipment (e.g., dumbbells, exercise bands, steps, balls).

**Bloom’s Levels:** Apply  

**Webb’s DOK:** 1
### Engaging Scenario

At the end of the course, students will need to perform movements correctly and show correct safety and spotting techniques. The student will participate in written and oral assessments identifying muscle groups with advanced strength training exercises. The student will also be assessed at the end of the course with a written exam.
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<td>18 weeks</td>
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<td>Movement Concepts</td>
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<td>The students will demonstrate and analyze critical elements of strength training skills using a variety of movements. The students will participate in various exercises with advanced movements utilizing specific equipment (e.g., dumbbells, exercise bands, steps, balls). At the end of the course assessment, students will need to perform movements correctly and show correct safety and spotting techniques during final testing days.</td>
<td>18 weeks</td>
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</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.