

# El Monte Union High School District

## Course Outline

**District: EMUHSD**

**High School: \_\_\_\_\_**

<p>Course Title: Weight Training</p> <p>Textbook(s): Strength Training Anatomy</p> <p>Copyright date/Edition: 2010/3rd</p> <p>Transitional* _____ (Eng. Dept. Only)</p> <p>Sheltered (SDAIE)* _____ Bilingual* _____</p> <p>AP** _____ Honors** _____</p> <p>Department: Physical Education</p> <p>CTE*** : Industry Sector: _____ Pathway: _____</p> <p>Check One Introductory: _____ Concentrator: _____ Capstone: _____</p> <p>Grade Level (s): 10,11,12 _____ _____</p> <p>Semester _____ Year <u>X</u></p> <p>Year of State Framework Adoption _____</p>	<p>This course meets graduation requirements:</p> <p>( ) English ( ) Fine Arts ( ) Foreign Language ( ) Health &amp; Safety ( ) Math (X) Physical Education ( ) Science ( ) Social Science ( ) Elective</p> <p>This course meets a-g requirements:</p> <p>( ) "a" – Social Studies ( ) "b" – ELA ( ) "c" – Math ( ) "d" – Lab Science ( ) "e" – Language (not English) ( ) "f" – Vis/Perf Arts ( ) "g" – College prep elective</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Department/Cluster Approval</th> <th style="text-align: left; border-bottom: 1px solid black;">Date</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> </tbody> </table> <p>Is this course an adaptation from another source?  <input type="checkbox"/> No  <input type="checkbox"/> Yes</p> <p>If yes, please indicate the source of the original course:          _____          _____</p>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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\*Instructional materials appropriate for English Language Learners are required.

\*\*For AP/Honors course **attach a page** describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

\*\*\*For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): PE 9

2. Short description of course which may also be used in the registration manual:

**Objectives of course**

The student will improve their muscle strength and endurance through weight training exercises

The student will gain knowledge of equipment and safety procedures with free weights and machine weights

The student will recognize the benefits of regular physical activity and see first hand the effects on themselves through class participation.

The student will gain knowledge of developing a weight-training program and training principles of weight training

**Overall course content**

The weightlifting class is designed to provide each student with the knowledge needed to understand the importance of strength and fitness training. The emphasis in this course is on muscular strength, endurance and flexibility. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are also important components in this course

**Student performance standards**

Students must identify and follow the rules of the weight room. Demonstrate proper technique on each lift and know what body part each lift primarily uses. Show an understanding of the anatomy and physiology of the muscular system. Students must show improvement in max scores of several different lifts.

**Evaluation/assessment/rubrics**

Wearing the proper athletic clothes.

Effort put forth in each activity.

Scores on various lifting tests.

Written tests on various aspects of weight training.

Grades will be given based on the percentage of points each student has earned. Students will also receive a citizenship grade based on their behavior in the classroom.

### Grading Scale

- . A = 90% - 100%
- . B = 80% - 89%
- . C = 70% - 79%
- . D = 60% - 69%
- . F = 50% - 59%

### 3. Course content:

Number of units (minimum of 6): \_\_\_\_\_

Unit Title: Muscular System

*Content:* Students will receive instruction in the following topics:

Anatomy of the muscular system

How muscles work

The effects of weight training on the muscular system

*Sample Assignment:*

Students are given a diagram of the muscular system

*Culminating Project:*

Students are given the same diagram but without the names of the muscles. They are to identify where each muscle is located

Unit Title: Lifts for the Chest

*Content:* Students are given the names of the lifts that primarily engage the chest muscles

*Sample Assignment:*

Students are put in groups of 3 and then given a specific lift that they must research on youtube or the internet.

*Culminating Project:*

Each group presents their lift to the entire class, explaining how to properly perform the lift. A demonstration is part of the presentation

*Unit Title: Lifts for the Shoulders*

*Content:* Students are given the names of the lifts that primarily engage the shoulder muscles

*Sample Assignment:*

Students are put in groups of 3 and then given a specific lift that they must research on youtube or the internet.

*Culminating Project:*

Each group presents their lift to the entire class, explaining how to properly perform the lift. A demonstration is part of the presentation

*Unit Title: Lifts for the Back*

*Content:* Students are given the names of the lifts that primarily engage the back muscles

*Sample Assignment:*

Students are put in groups of 3 and then given a specific lift that they must research on youtube or the internet.

*Culminating Project:*

Each group presents their lift to the entire class, explaining how to properly perform the lift. A demonstration is part of the presentation

*Unit Title: Abdominal Exercises*

*Content:* Students are given the names of the exercises that primarily engage the abdominal muscles

*Sample Assignment:*

Students are put in groups of 3 and then given a specific lift that they must research on youtube or the internet.

*Culminating Project:*

Each group presents their lift to the entire class, explaining how to properly perform the lift. A demonstration is part of the presentation

Unit Title: Lifts for the Arms

*Content:* Students are given the names of the lifts that primarily engage the chest muscles

*Sample Assignment:*

Students are put in groups of 3 and then given a specific lift that they must research on youtube or the internet.

*Culminating Project:*

Each group presents their lift to the entire class, explaining how to properly perform the lift. A demonstration is part of the presentation

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

(A) Graduates of Rosemead High School will be **ACADEMIC ACHIEVERS** who:

Exhibit good study and work habits and effectively use time and time management skills.

*Students will be given the opportunity to show good work habits every day during each sport activity by giving forth a credible effort. Students will have their knowledge and instinct engaged by remembering rules and strategies of each sport activity.*

(B) Graduates of Rosemead High School will be **RESPONSIBLE CITIZENS** who

Are able to work in collaborative groups to produce an outcome in a timely manner.

*Students will have the opportunity to work together as a team in every game activity. They will learn that to be successful in this situation they must be a positive influence.*

(C) Graduates of Rosemead High School will be **HEALTHY INDIVIDUALS** who

- Exhibit knowledge of high-risk activities that affect their health and how to avoid them.

*Students will receive physical training in various activities. The Cardiovascular and Muscular system will receive extensive training.*

(D) Graduates of Rosemead High School will be **PROFICIENT TECHNOLOGY USERS** who

Demonstrate competency in the use of computers and their applications.

*Students will use Fitbit watches that will track their exercise results. They will need to access the Fitbit app using the technology found in a smart phone, tablet or computer. They will also access the internet with their smart phones for research on how to do various physical activities and to familiarize themselves with game play of various sports.*

(E) Graduates of Rosemead High School will be **EFFECTIVE COMMUNICATORS** who

Effectively read, write, listen, speak and understand the English language

*Students will have to effectively communicate with their teammates during games to be successful. They will have to learn the lingo of each sport and communicate the sports strategies to teammates.*

(F) Graduates of Rosemead High School will be **COMPLEX THINKERS** who

Utilize creative analytical thinking.

Strategies for each sport requires critical thinking. Students have to think about what the other team is going to do and then develop an offensive and defensive strategy to combat their opponent. They will have to determine their opponent's strengths and weaknesses and plan accordingly. These strategies may have to be adjusted during game play requiring additional analytical thinking.

Language Learners:

Cooperative Learning: Small learning groups (teams)

Visual Learning Methods: Demonstrations of procedures, with hands on learning and directions with

Kinesthetic response to visual and/or auditory instruction

6. Describe the interdepartmental articulation process for this course:

This course will complement the Science department because instruction will be given in kinesiology and anatomy/physiology.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Through the variety of activities students will learn of several professions that relate to Physical Education, including; game official, physical trainer, recreational leader, coaching, physical therapist and athletic trainer.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/Year	URL	Primary book, read in its entirety? (Y/N)
Strength Training Anatomy	Frederic Delavier	Human Kinectics	3rd edition 2010		