

Strength and Conditioning – Honors

John A. Holmes High School

I. Curriculum Content

1. Rationale

This course is intended to cover instruction that expands the knowledge and skills to include more advanced movement concepts in weight lifting. Topics include the breakdown of muscle movements, the impact of lifts on different muscles, successful creation of weight training programs, injury prevention, weight room space awareness, and goal setting. Skills in writing and mathematics are reinforced in this class. Student centered learning strategies appropriate for this course are research projects, weight training plans, and evaluation of technique. Students will be directed by the teacher but will conduct most projects on their own while receiving feedback from the instructor.

This honors course extends the Standard Course of Study to a higher, more challenging level. Students can expect to complete extensive assignments including research papers, charts and graphs, and weight lifting plans. Students will also regularly act as evaluators and teachers to other students in their class.

2. Standards & Objectives

HS.MS.1	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	HS.MS.1.1	Understand how secondary lifts enhance the performance of the primary lifts.
		HS.MS.1.2	Apply fundamental motor skills and complex skills needed to participate successfully in primary lifts.
		HS.MS.1.3	Analyze statistical data about personal performance to develop strategies to improve primary lifting performance.
		HS.MS.1.4	Create a workout plan using different secondary lifts to enhance the performance of primary lifts with an emphasis on specific muscle groups that enhance that lift.

HS.MC.2	Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.	HS.MC.2.1	Identify the concepts of frequency, overload, and duration and understand their importance when lifting weights.
		HS.MC.2.2	Create a plan for establishing and maintaining lifelong weight lifting behaviors based on concepts of frequency, overload, and duration.
		HS.MC.2.3	Apply complex lifting movements and evaluate individual performance and technique.
		HS.MC.2.4	Analyze evaluation outcomes used during complex lifting movements and develop strategies to improve performance.

HS.HF.3	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.	HS.HF.3.1	Identify and understand the relationship between muscular endurance and muscular strength.
		HS.HF.3.2	Evaluate personal weight lifting status by performing a muscular strength (max out) test.
		HS.HF.3.3	Analyze personal weight lifting status based on the performance test and set a goal for muscular strength and muscular performance and create a weight plan to achieve the goal.
		HS.HF.3.4	Evaluate goals and explain the outcome.

HS.PR.4	Use behavioral strategies that are responsible and enhance respect of self and others and value activity.	HS.PR.4.1	Implement leadership skills to promote safe weight lifting for yourself and others.
		HS.PR.4.2	Create a plan to promote appropriate weight lifting techniques to help novice and advanced weight lifters to be safe in the weight room for themselves and others and mindful of space for others.
		HS.PR.4.3	Explain the influence of weight lifting on the development of self-awareness.

3. Curriculum Plan

This course will consist of 12 modules. Students will have to complete 2 modules per semester.

These modules will consist of research papers, charts and graphs, goal setting, and rubrics.

Students will write a one page summary of what they learned and/or how their knowledge and

strength has improved at the end of each module, as well as take a quiz. When students have completed all the modules they will write a 5 page paper summarizing the course, this will include their growth, their struggles in the class, and what they learned, as well as take an exam on all 12 modules. Everything will be kept in a portfolio.

1st Semester

Module 1: HS.MS.1.1, HS.MS.1.2, HS.HF.3.1, HS.HF.3.2, HS.HF.3.3

Module 2: HS.MS.1.2, HS.MS.1.3, HS.HF.3.2, HS.HF.3.4

2nd Semester

Module 3: HS.MS.1.2, HS.MC.2.1, HS.HF.3.2, HS.HF.3.3

Module 4: HS.MS.1.2, HS.MS.1.3, HS.MC.2.2, HS.HF.3.2, HS.HF.3.4

3rd Semester

Module 5: HS.MS.1.2, HS.MS.1.4, HS.HF.3.2, HS.HF.3.3

Module 6: HS.MS.1.2, HS.MS.1.3, HS.HF.3.2, HS.HF.3.4

4th Semester

Module 7: HS.MS.1.2, HS.HF.3.2, HS.HF.3.3, HS.PR.4.2

Module 8: HS.MS.1.2, HS.MS.1.3, HS.HF.3.2, HS.HF.3.4, HS.PR.4.3

5th Semester

Module 9: HS.MS.1.2, HS.HF.3.2, HS.HF.3.3

Module 10: HS.MS.1.2, HS.MS.1.3, HS.HF.3.2, HS.HF.3.4

6th (Final) Semester

Module 11: HS.MC.2.3, HS.MC.2.4, HS.HF.3.2, HS.HF.3.3

Module 12: HS.MS.1.2, HS.MC.2.4, HS.HF.3.2, HS.HF.3.4

Objectives	Assignments
HS.MS.1.1 Understand how secondary lifts enhance the performance of the primary lifts.	Students will make a chart of the primary lifts and identify and explain the secondary lifts that help the performance of that primary lift.
HS.MS.1.2 Apply fundamental motor skills and complex skills needed to participate successfully in primary lifts.	Students will apply fundamental and complex skills in the weight room. Students will be evaluated everyday by the instructor. Students will also critique each other on technique by using a rubric and evaluate themselves by being video taped.
HS.MS.1.3 Analyze statistical data about personal performance to develop strategies to improve primary lifting performance.	Students will evaluate and analyze their rubrics and video tape. Students will list things they did right during the lift and things they need to improve on.
HS.MS.1.4 Create a workout plan using different secondary lifts to enhance the performance of primary lifts with an emphasis on specific muscle groups that enhance that lift.	Students will create a workout plan using secondary lifts to help improve primary lifts. Students will need to have at least secondary lifts for each primary lifts and create a 3 day a week workout plan alternating lifts.

Objectives	Assignments
HS.MC.2.1 Identify the concepts of frequency, overload, and duration and understand their importance when lifting weights.	Students will define frequency, overload, and duration and explain the importance of each one when lifting weights.
HS.MC.2.2 Create a plan for establishing and maintaining lifelong weight lifting behaviors based on concepts of frequency, overload, and duration.	Students will write a 3 page paper on frequency, overload, and duration.
HS.MC.2.3 Apply complex lifting movements and evaluate individual performance and technique.	Students will add more complex movements to their workouts, such as front squat and clean and press. Students will evaluate their performance with rubrics and video tape.

Objectives	Assignments
HS.MC.2.4 Analyze evaluation outcomes used during complex lifting movements and develop strategies to improve performance.	Students will analyze and breakdown their performance of the complex lifts by watching the video tape and looking at the rubric. Students will develop strategies to improve their lifting technique.
Objectives	Assignments
HS.HF.3.1 Identify and understand the relationship between muscular endurance and muscular strength.	Students will define muscular strength and muscular endurance. Students will give examples of each and explain how to improve muscular strength and endurance.
HS.HF.3.2 Evaluate personal weight lifting status by performing a muscular strength (max out) test.	Students will perform a muscular strength test for each of the primary lifts. Students will chart their results and perform the test at the end of every semester to show improvement.
HS.HF.3.3 Analyze personal weight lifting status based on the performance test and set a goal for muscular strength and muscular performance.	Students will analyze their performance test and set goals for each lift to be achieved by the end of the semester. Students will keep a log of their goals and results. Students will set new goals every semester.
HS.HF.3.4 Evaluate goals set in the previous module and explain the outcome.	Students will evaluate their goals. Students will explain why or why not they did or did not meet their goals that were set in the previous module. Students will do this at the end of every semester and be able to chart growth.

Objectives	Assignments
HS.PR.4.1 Implement leadership skills to promote safe weight lifting for yourself and others.	Students will create a group presentation on weight room safety and present it to the class.
HS.PR.4.2 Create a plan to promote appropriate weight lifting techniques to help novice and advanced weight lifters to be safe in the weight room for themselves and others and mindful of space for others.	Students will create an injury prevention plan for weight lifters (powerpoint). This will include space awareness, spotting, and listening. Students will present this to the class.

Objectives	Assignments
HS.PR.4.3 Explain the influence of weight lifting on the development of self-awareness.	Students will research how weight lifting helps with self awareness. Students will then write a one page paper.

Module 1 Lesson Plans

COURSE TITLE : Weight Training	LESSON NUMBER : 1
INSTRUCTIONAL GOAL (HS.MS.1.1) <input type="checkbox"/> I can explain how secondary lifts enhance the performance of primary lifts.	
<ul style="list-style-type: none"> LESSON CONTENT (what is to be taught) The importance of secondary lifts when weight training. <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> Standard - Students will understand the importance of secondary lifts. Honors -- (Homework) Students will make a chart of the primary lifts and identify and explain the secondary lifts that help the performance of that primary lift. 	
CLOSURE:	
Exit Question: How do secondary lifts help the performance of primary lifts	
MATERIALS AND AIDS:	
Portfolio	
Computer	

COURSE TITLE : Weight Training	LESSON NUMBER : 2
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform lifts in the weight room.	

<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Proper lifting form <input type="checkbox"/>
<p>INSTRUCTIONAL PROCEDURES</p> <ul style="list-style-type: none"> • Standard - Students will perform lifts • Honors – Students will perform lifts while being video taped and evaluated
<p>MATERIALS AND AIDS:</p> <p>Rubric</p> <p>IPAD</p>

COURSE TITLE : Weight Training	LESSON NUMBER : 3
<p>INSTRUCTIONAL GOAL (HS.HF.3.1) <input type="checkbox"/> I can explain the difference between muscular strength and muscular endurance and give examples of each.</p>	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Muscular Strength • Muscular Endurance <input type="checkbox"/> 	
<p>INSTRUCTIONAL PROCEDURES</p> <ul style="list-style-type: none"> • Standard - Students will know the difference between muscular strength and muscular endurance. • Honors – Students will do a KWL sheet. (Homework) Students will define muscular strength and muscular endurance, give examples of each, and explain how to improve them. 	
<p>CLOSURE:</p> <p>Exit Ticket: Give an example of muscular endurance and muscular strength.</p>	

MATERIALS AND AIDS:

Portfolio

Computer

KWL Sheet

COURSE TITLE : Weight Training

LESSON NUMBER : 4

INSTRUCTIONAL GOAL (HS.HF.3.2) ☐ I can successfully perform a strength test in the weight room.

- LESSON CONTENT (what is to be taught)
- Strength Test (Max out)

☐

INSTRUCTIONAL PROCEDURES

- Standard - Students will max out
- Honors -- Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results.

MATERIALS AND AIDS:

Portfolio

Chart

COURSE TITLE : Weight Training

LESSON NUMBER: 5

INSTRUCTIONAL GOAL (HS.HF.3.3) ☐ I can successfully set goals.

<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Setting
INSTRUCTIONAL PROCEDURES
<ul style="list-style-type: none"> • Standard - Students will lift • Honors – Students will analyze their performance test and set goals for each lift to be achieved by the end of the semester. Students will keep a log of their goals and results.
MATERIALS AND AIDS:
Portfolio
Paper/Pencil
Chart

***1 Page Summary of Module 1**

***Quiz on what was learned**

Module 2 Lesson Plans

COURSE TITLE : Weight Training	LESSON NUMBER : 6
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform lifts in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Proper lifting form <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will perform lifts • Honors – Students will perform lifts while being video taped and evaluated 	

MATERIALS AND AIDS:

Rubric

IPAD

COURSE TITLE : Weight Training

LESSON NUMBER : 7

INSTRUCTIONAL GOAL (HS.MS.1.3) ☐ I can successfully perform lifts in the weight room.

- LESSON CONTENT (what is to be taught)
- Proper lifting form ☐

INSTRUCTIONAL PROCEDURES

- Standard - Students will perform lifts
- Honors – Students will evaluate and analyze their rubrics and video tape. Students will list things they did right during the lift and things they need to improve on.

MATERIALS AND AIDS:

Portfolio

Rubric

IPAD

Paper/Pencil

COURSE TITLE : Weight Training

LESSON NUMBER : 8

INSTRUCTIONAL GOAL (HS.HF.3.2) <input type="checkbox"/> I can successfully perform a strength test in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Strength Test (Max out) <input type="checkbox"/>	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will max out • Honors -- Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results. 	
MATERIALS AND AIDS:	
Portfolio	
Chart	

COURSE TITLE : Weight Training	LESSON NUMBER : 9
INSTRUCTIONAL GOAL (HS.HF.3.4) <input type="checkbox"/> I can evaluate my goals.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Evaluation <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will max out • Honors -- Students will evaluate their goals. Students will explain why or why not they did or did not meet their goals that were set in module 1. 	

MATERIALS AND AIDS:

Portfolio

Paper/Pencil

*1 Page Summary of Module 2

*Quiz on what was learned

Module 3 Lesson Plans

COURSE TITLE : Weight Training	LESSON NUMBER : 10
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform lifts in the weight room.	
<ul style="list-style-type: none">• LESSON CONTENT (what is to be taught)• Proper lifting form <input type="checkbox"/>	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none">• Standard - Students will perform lifts• Honors – Students will perform lifts while being video taped and evaluated	
MATERIALS AND AIDS:	
Rubric	
IPAD	

COURSE TITLE : Weight Training	LESSON NUMBER : 11
INSTRUCTIONAL GOAL (HS.MC.2.1) <input type="checkbox"/> I can understand the importance of frequency, overload, and duration.	

<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Frequency • Overload
INSTRUCTIONAL PROCEDURES
<ul style="list-style-type: none"> • Standard - Students will know what frequency, overload, and duration are. • Honors – (Homework) Students will define frequency, overload, and duration and explain the importance of each one when lifting weights.
CLOSURE: KWL Chart
MATERIALS AND AIDS:
Portfolio
Computer
Paper/Pencil

COURSE TITLE : Weight Training	LESSON NUMBER : 12
INSTRUCTIONAL GOAL (HS.HF.3.2) <input type="checkbox"/> I can successfully perform a strength test in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Strength Test (Max out) 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will max out • Honors – Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results. 	
MATERIALS AND AIDS:	
Portfolio	
Chart	

COURSE TITLE : Weight Training	LESSON NUMBER: 13
INSTRUCTIONAL GOAL (HS.HF.3.3) <input type="checkbox"/> I can successfully set goals.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Setting <input type="checkbox"/>	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will lift • Honors – Students will analyze their performance test and set new goals for each lift to be achieved by the end of the semester. Students will keep a log of their goals and results. 	
MATERIALS AND AIDS:	
Portfolio Paper/Pencil Chart	

***1 Page Summary of Module 3**

***Quiz on what was learned**

Module 4 Lesson Plans

COURSE TITLE : Weight Training	LESSON NUMBER : 14
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform lifts in the weight room.	

<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Proper lifting form <input type="checkbox"/>
<p>INSTRUCTIONAL PROCEDURES</p> <ul style="list-style-type: none"> • Standard - Students will perform lifts • Honors – Students will perform lifts while being video taped and evaluated
<p>MATERIALS AND AIDS:</p> <p>Rubric</p> <p>IPAD</p>

COURSE TITLE : Weight Training	LESSON NUMBER : 15
<p>INSTRUCTIONAL GOAL (HS.MS.1.3) <input type="checkbox"/> I can successfully perform lifts in the weight room.</p>	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Proper lifting form <input type="checkbox"/> 	
<p>INSTRUCTIONAL PROCEDURES</p> <ul style="list-style-type: none"> • Standard - Students will perform lifts • Honors – Students will evaluate and analyze their rubrics and video tape. Students will explain how their form has improved form. 	

MATERIALS AND AIDS:

Portfolio

Rubric

IPAD

Paper/Pencil

COURSE TITLE : Weight Training

LESSON NUMBER : 16

INSTRUCTIONAL GOAL (HS.MC.2.2) ☐ I can successfully write a paper on frequency, duration, and overload

- LESSON CONTENT (what is to be taught)
- Frequency
- Duration
- Overload ☐

INSTRUCTIONAL PROCEDURES

- Standard - Students will lift
- Honors – (Homework) Students will write a 3 page paper on frequency, overload, and duration.

CLOSURE: Finish KWL Chart

MATERIALS AND AIDS:

Portfolio

Computer

COURSE TITLE : Weight Training

LESSON NUMBER : 17

INSTRUCTIONAL GOAL (HS.HF.3.2) <input type="checkbox"/> I can successfully perform a strength test in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Strength Test (Max out) <input type="checkbox"/>	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will max out • Honors – Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results. 	
MATERIALS AND AIDS:	
Portfolio	
Chart	

COURSE TITLE : Weight Training	LESSON NUMBER: 18
INSTRUCTIONAL GOAL (HS.HF.3.3) <input type="checkbox"/> I can successfully set goals.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Setting <input type="checkbox"/>	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will lift • Honors – Students will analyze their performance test and set goals for each lift to be achieved by the end of the semester. Students will keep a log of their goals and results. 	

MATERIALS AND AIDS:

Portfolio

Paper/Pencil

Chart

COURSE TITLE : Weight Training	LESSON NUMBER : 19
INSTRUCTIONAL GOAL (HS.HF.3.4) <input type="checkbox"/> I can evaluate my goals.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Evaluation <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will max out • Honors – Students will evaluate their goals. Students will explain why or why not they did or did not meet their goals that were set in module 3. 	
MATERIALS AND AIDS:	
Portfolio	
Paper/Pencil	

1 Page Summary of Module 4**Quiz on what was learned****Module 5 Lesson Plans**

COURSE TITLE : Weight Training	LESSON NUMBER : 20
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform lifts in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Proper lifting form <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will perform lifts • Honors -- Students will perform lifts while being video taped and evaluated 	
MATERIALS AND AIDS:	
Rubric IPAD	

COURSE TITLE : Weight Training	LESSON NUMBER : 21
INSTRUCTIONAL GOAL (HS.MS.1.4) <input type="checkbox"/> I can successfully create a workout plan based on the knowledge I have gained from this course.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • How to create a workout plan <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will max out • Honors -- (Homework) Students will create a workout plan using secondary lifts to help improve primary lifts. Students will need to have at least secondary lifts for each primary lifts and create a 3 day a week workout plan alternating lifts. 	

MATERIALS AND AIDS:

Portfolio

Computer

COURSE TITLE : Weight Training

LESSON NUMBER : 22

INSTRUCTIONAL GOAL (HS.HF.3.2) ☐ I can successfully perform a strength test in the weight room.

- LESSON CONTENT (what is to be taught)

- Strength Test (Max out)

☐

INSTRUCTIONAL PROCEDURES

- Standard - Students will max out
- Honors – Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results.

MATERIALS AND AIDS:

Portfolio

Chart

COURSE TITLE : Weight Training

LESSON NUMBER: 23

INSTRUCTIONAL GOAL (HS.HF.3.3) ☐ I can successfully set goals.

<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Setting
INSTRUCTIONAL PROCEDURES
<ul style="list-style-type: none"> • Standard - Students will lift • Honors – Students will analyze their performance test and set goals for each lift to be achieved by the end of the semester. Students will keep a log of their goals and results.
MATERIALS AND AIDS:
Portfolio
Paper/Pencil
Chart

***1 Page Summary of Module 5**

***Quiz on what was learned**

Module 6 Lesson Plans

COURSE TITLE : Weight Training	LESSON NUMBER : 24
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform lifts in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Proper lifting form <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will perform lifts • Honors – Students will perform lifts while being video taped and evaluated 	

<p>MATERIALS AND AIDS:</p> <p>Rubric</p> <p>IPAD</p>

COURSE TITLE : Weight Training	LESSON NUMBER : 25
INSTRUCTIONAL GOAL (HS.MS.1.3) <input type="checkbox"/> I can successfully perform lifts in the weight room.	
<ul style="list-style-type: none"> LESSON CONTENT (what is to be taught) Proper lifting form <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> Standard - Students will perform lifts Honors – Students will evaluate and analyze their rubrics and video tape. Students explain how their form has improved. 	
<p>MATERIALS AND AIDS:</p> <p>Portfolio</p> <p>Rubric</p> <p>IPAD</p> <p>Paper/Pencil</p>	

COURSE TITLE : Weight Training	LESSON NUMBER : 26
INSTRUCTIONAL GOAL (HS.HF.3.2) <input type="checkbox"/> I can successfully perform a strength test in the weight room..	

<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Strength Test (Max out)
INSTRUCTIONAL PROCEDURES
<ul style="list-style-type: none"> • Standard - Students will max out • Honors – Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results.
MATERIALS AND AIDS:
Portfolio
Chart

COURSE TITLE : Weight Training	LESSON NUMBER : 27
INSTRUCTIONAL GOAL (HS.HF.3.4) <input type="checkbox"/> I can evaluate my goals.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Evaluation <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will max out • Honors – Students will evaluate their goals. Students will explain why or why not they did or did not meet their goals that were set in module 5. 	

MATERIALS AND AIDS:

Portfolio

Paper/Pencil

***1 Page Summary of Module 6**

***Quiz on what was learned**

Module 7 Lesson Plans

COURSE TITLE : Weight Training	LESSON NUMBER : 28
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform lifts in the weight room.	
<ul style="list-style-type: none">• LESSON CONTENT (what is to be taught)• Proper lifting form <input type="checkbox"/>	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none">• Standard - Students will perform lifts• Honors – Students will perform lifts while being video taped and evaluated	
MATERIALS AND AIDS:	
Rubric	
IPAD	

COURSE TITLE : Weight Training	LESSON NUMBER : 29
INSTRUCTIONAL GOAL (HS.HF.3.2) <input type="checkbox"/> I can successfully perform a strength test in the weight room..	

<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Strength Test (Max out)
INSTRUCTIONAL PROCEDURES
<ul style="list-style-type: none"> • Standard - Students will max out • Honors – Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results.
MATERIALS AND AIDS: Portfolio Chart

COURSE TITLE : Weight Training	LESSON NUMBER: 30
INSTRUCTIONAL GOAL (HS.HF.3.3) <input type="checkbox"/> I can successfully set goals.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Setting 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will lift • Honors – Students will set new goals for each lift to be achieved by the end of the semester. Students will keep a log of their goals and results. 	

MATERIALS AND AIDS:

Portfolio

Paper/Pencil

Chart

COURSE TITLE : Weight Training

LESSON NUMBER: 31

INSTRUCTIONAL GOAL (HS.PR.4.2) ☐ I can successfully explain the importance of injury prevention in the weight room.

- LESSON CONTENT (what is to be taught)

- Injury prevention in the weight room

☐**INSTRUCTIONAL PROCEDURES**

- Standard - Students listen to the presentation
- Honors – (Homework) Students will create an injury prevention plan for weight lifters (powerpoint). This will include space awareness, spotting, and listening. Students will present this to the class.

CLOSURE:

Exit Ticket: Write down one thing you learned from the presentation

MATERIALS AND AIDS:

Portfolio

Computer

Projector

1 Page Summary of Module 7**Quiz on what was learned****Module 8 Lesson Plans**

COURSE TITLE : Weight Training	LESSON NUMBER : 32
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform lifts in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Proper lifting form <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will perform lifts • Honors – Students will perform lifts while being video taped and evaluated 	
MATERIALS AND AIDS: Rubric IPAD	

COURSE TITLE : Weight Training	LESSON NUMBER : 33
INSTRUCTIONAL GOAL (HS.MS.1.3) <input type="checkbox"/> I can successfully perform lifts in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Proper lifting form <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will perform lifts • Honors – Students will evaluate and analyze their rubrics and video tape. Students explain how their form has improved. 	

MATERIALS AND AIDS:

Portfolio

Rubric

IPAD

Paper/Pencil

COURSE TITLE : Weight Training

LESSON NUMBER : 34

INSTRUCTIONAL GOAL (HS.HF.3.2) ☐ I can successfully perform a strength test in the weight room.

- LESSON CONTENT (what is to be taught)
- Strength Test (Max out)

☐

INSTRUCTIONAL PROCEDURES

- Standard - Students will max out
- Honors – Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results.

CLOSURE:

Exit Ticket: Students will state which lifts they improved on.

MATERIALS AND AIDS:

Portfolio

Chart

COURSE TITLE : Weight Training

LESSON NUMBER : 35

INSTRUCTIONAL GOAL (HS.HF.3.4) <input type="checkbox"/> I can evaluate my goals.
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Evaluation <input type="checkbox"/>
INSTRUCTIONAL PROCEDURES
<ul style="list-style-type: none"> • Standard - Students will max out • Honors – Students will evaluate their goals. Students will explain why or why not they did or did not meet their goals that were set in module 7.
MATERIALS AND AIDS:
Portfolio
Paper/Pencil

COURSE TITLE : Weight Training	LESSON NUMBER: 36
INSTRUCTIONAL GOAL (HS.PR.4.3) <input type="checkbox"/> I can successfully explain the influence of weight lifting on the development of self-awareness.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Self-awareness 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will lift and be aware of their own bodies and space. • Honors – (Homework) Students will research how weight lifting helps with self awareness. Students will then write a one page paper. 	
CLOSURE:KWL Chart	

MATERIALS AND AIDS:

Portfolio

Computer

KWL Chart

1 Page Summary of Module 8**Quiz on what was learned****Module 9 Lesson Plans**

COURSE TITLE : Weight Training	LESSON NUMBER : 37
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform lifts in the weight room.	
<ul style="list-style-type: none"> LESSON CONTENT (what is to be taught) Proper lifting form <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> Standard - Students will perform lifts Honors – Students will perform lifts while being video taped and evaluated 	
MATERIALS AND AIDS:	
Rubric	
IPAD	

COURSE TITLE : Weight Training	LESSON NUMBER : 38
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INSTRUCTIONAL GOAL (HS.HF.3.2) <input type="checkbox"/> I can successfully perform a strength test in the weight room..	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Strength Test (Max out) <input type="checkbox"/>	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will max out • Honors – Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results. 	
MATERIALS AND AIDS:	
Portfolio	
Chart	

COURSE TITLE : Weight Training	LESSON NUMBER: 39
INSTRUCTIONAL GOAL (HS.HF.3.3) <input type="checkbox"/> I can successfully set goals.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Setting <input type="checkbox"/>	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will lift • Honors – Students will set new goals for each lift to be achieved by the end of the semester. Students will keep a log of their goals and results. 	

MATERIALS AND AIDS: Portfolio Paper/Pencil Chart

***1 Page Summary of Module 9**

***Quiz on what was learned**

Module 10 Lesson Plans

COURSE TITLE : Weight Training	LESSON NUMBER : 40
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform lifts in the weight room.	
<ul style="list-style-type: none"> LESSON CONTENT (what is to be taught) Proper lifting form <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> Standard - Students will perform lifts Honors – Students will perform lifts while being video taped and evaluated 	
MATERIALS AND AIDS: Rubric IPAD	

COURSE TITLE : Weight Training	LESSON NUMBER : 41

INSTRUCTIONAL GOAL (HS.MS.1.3) ☐ I can successfully perform lifts in the weight room.

- LESSON CONTENT (what is to be taught)
- Proper lifting form ☐

INSTRUCTIONAL PROCEDURES

- Standard - Students will perform lifts
- Honors – Students will evaluate and analyze their rubrics and video tape.

MATERIALS AND AIDS:

Portfolio

Rubric

IPAD

Paper/Pencil

COURSE TITLE : Weight Training

LESSON NUMBER : 42

INSTRUCTIONAL GOAL (HS.HF.3.2) ☐ I can successfully perform a strength test in the weight room.

- LESSON CONTENT (what is to be taught)
- Strength Test (Max out)

INSTRUCTIONAL PROCEDURES

- Standard - Students will max out
- Honors – Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results.

<p>MATERIALS AND AIDS:</p> <p>Portfolio</p> <p>Chart</p>

COURSE TITLE : Weight Training	LESSON NUMBER : 43
INSTRUCTIONAL GOAL (HS.HF.3.4) <input type="checkbox"/> I can evaluate my goals.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Evaluation <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will max out • Honors – Students will evaluate their goals. Students will explain why or why not they did or did not meet their goals that were set in module 9. 	
<p>MATERIALS AND AIDS:</p> <p>Portfolio</p> <p>Paper/Pencil</p>	

***1 Page Summary of Module 10**

***Quiz on what was learned**

Module 11 Lesson Plans

COURSE TITLE : Weight Training	LESSON NUMBER : 44
INSTRUCTIONAL GOAL (HS.MC.2.3) <input type="checkbox"/> I can successfully perform more complex lifts in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Complex Lifts <input type="checkbox"/>	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will lift • Honors – Students will add more complex movements to their workouts, such as front squat and clean and press. Students will evaluate their performance with rubrics and video tape. 	
MATERIALS AND AIDS:	
Portfolio	
Rubric	

COURSE TITLE : Weight Training	LESSON NUMBER : 45
INSTRUCTIONAL GOAL (HS.MC.2.4) <input type="checkbox"/> I can successfully breakdown my performance and develop strategies to help my form.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Complex Lifts • Cues for form <input type="checkbox"/> 	

<p>INSTRUCTIONAL PROCEDURES</p> <ul style="list-style-type: none"> • Standard - Students will lift. • Honors -- Students will analyze and breakdown their performance of the complex lifts by watching the video tape and looking at the rubric. Students will develop strategies to improve their lifting technique.
<p>MATERIALS AND AIDS:</p> <p>Portfolio</p> <p>Paper</p> <p>Computer</p>

COURSE TITLE : Weight Training	LESSON NUMBER : 46
<p>INSTRUCTIONAL GOAL (HS.HF.3.2) <input type="checkbox"/> I can successfully perform a strength test in the weight room..</p>	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Strength Test (Max out) <p><input type="checkbox"/></p>	
<p>INSTRUCTIONAL PROCEDURES</p> <ul style="list-style-type: none"> • Standard - Students will max out • Honors -- Students will perform a muscular strength (max out) test for each of the primary lifts. Students will chart their results. 	
<p>MATERIALS AND AIDS:</p> <p>Portfolio</p> <p>Chart</p>	

COURSE TITLE : Weight Training	LESSON NUMBER: 47
INSTRUCTIONAL GOAL (HS.HF.3.3) <input type="checkbox"/> I can successfully set goals.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Setting <input type="checkbox"/>	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will lift • Honors – Students will set goals for new complex lifts to be achieved by the end of the semester. Students will keep a log of their goals and results. 	
MATERIALS AND AIDS: Portfolio Paper/Pencil Chart	

***1 Page Summary of Module 11**

***Quiz on what was learned**

Module 12 Lesson Plans

COURSE TITLE : Weight Training	LESSON NUMBER : 48
INSTRUCTIONAL GOAL (HS.MS.1.2) <input type="checkbox"/> I can successfully perform regular and complex lifts in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Proper lifting form <input type="checkbox"/> 	

<p>INSTRUCTIONAL PROCEDURES</p> <ul style="list-style-type: none"> • Standard - Students will perform lifts • Honors -- Students will perform complex lifts while being video taped and evaluated
<p>CLOSURE:</p> <p>Exit Ticket: Students will list what they need to work on with the primary lifts</p>
<p>MATERIALS AND AIDS:</p> <p>Rubric</p> <p>IPAD</p>

COURSE TITLE : Weight Training	LESSON NUMBER : 49
INSTRUCTIONAL GOAL (HS.MC.2.4) <input type="checkbox"/> I can successfully breakdown my performance.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Complex Lifts • Cues for form <input type="checkbox"/> 	
<p>INSTRUCTIONAL PROCEDURES</p> <ul style="list-style-type: none"> • Standard - Students will lift. • Honors -- Students will analyze and breakdown their performance of the complex lifts by watching the video tape and looking at the rubric. Students will write down how their form has improved since the previous semester. 	
<p>MATERIALS AND AIDS:</p> <p>Portfolio</p> <p>Paper</p> <p>Computer</p>	

COURSE TITLE : Weight Training	LESSON NUMBER : 50
INSTRUCTIONAL GOAL (HS.HF.3.2) <input type="checkbox"/> I can successfully perform a strength test in the weight room.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Strength Test (Max out) • Endurance Test <input type="checkbox"/> 	
INSTRUCTIONAL PROCEDURES	
<ul style="list-style-type: none"> • Standard - Students will max out • Honors – Students will perform a muscular strength (max out) test for each of the complex lifts. Students will chart their results. 	
MATERIALS AND AIDS:	
Portfolio	
Chart	

COURSE TITLE : Weight Training	LESSON NUMBER : 51
INSTRUCTIONAL GOAL (HS.HF.3.4) <input type="checkbox"/> I can evaluate my goals.	
<ul style="list-style-type: none"> • LESSON CONTENT (what is to be taught) • Goal Evaluation <input type="checkbox"/> 	

INSTRUCTIONAL PROCEDURES

- Standard - Students will max out
- Honors – Students will evaluate their goals. Students will explain why or why not they did or did not meet their goals that were set in module 11.

MATERIALS AND AIDS:

Portfolio

Paper/Pencil

***5 Page Summary of entire course**

***Exam on all 12 Modules**

II. Instructional Materials and Methods

1. Rationale

A variety of instructional techniques will be used to develop and interest and understanding of the Honor Weight Training curriculum. These instructional techniques will aid in the mastering of the content.

2. Materials and Methods

Evidence of Appropriate Differentiation of Instructional Practices

The following instructional practices will be implemented to provide adequate instruction for advanced learners. Among instructional strategies and materials that may help teachers manage differentiation and help students find good learning include, but are not limited to:

Evidence of Specific materials used to facilitate differentiated instruction

• Multiple texts/supplemental materials	• Computer programs
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· Student notebooks/portfolios	· Whiteboard
· Weight Room Equipment	· Internet access
· Computer Labs	· IPad/Video Camera
· Overhead projector	

Evidence of Instructional Diversity of Teaching Strategies

· Teacher as facilitator coach and model	· Critical Thinking
· Use of higher level critical thinking skills	· Graduated tasks-and product-rubrics
· Student led learning and research	· Project Based Learning
· Writing across the content areas	· Creative expression of personal understanding
· Integration of other content areas	·

3. Sample Unit Plans

Modules	Objectives	Activities	Materials	Methods
1-2	HS.MS.1.1, HS.MS.1.2, HS.MS.1.3, HS.HF.3.1, HS.HF.3.2, HS.HF.3.3, HS.HF.3.4	Charts Definitions Rubric Performance Goal Setting Goal Evaluating Writing Quiz	Computer Lab Weight Room Rubrics Portfolio IPAD	Teacher/Facilitator Student Led Critical Thinking Product Rubrics
3-4	HS.MS.1.2, HS.MS.1.3, HS.MC.2.1, HS.HF.3.2, HS.HF.3.3, HS.HF.3.4	Definitions Rubric Performance Goal Setting Goal Evaluating Writing Quiz	Computer Lab Weight Room Rubrics Portfolio IPAD	Teacher/Facilitator Student Led Critical Thinking Product Rubrics

Modules	Objectives	Activities	Materials	Methods
5-6	HS.MS.1.2, HS.MS.1.3, HS.MS.1.4, HS.MC.2.2, HS.HF.3.2, HS.HF.3.3, HS.HF.3.4	Workout Plan Definitions Rubric Performance Goal Setting Goal Evaluating Writing Quiz	Computer Lab Weight Room Rubrics Portfolio Internet IPAD	Teacher/Facilitator Student Led Critical Thinking Product Rubrics Creative Expression Project Based Cross Curriculum
7-8	HS.MS.1.2, HS.MS.1.3, HS.HF.3.2, HS.HF.3.3, HS.HF.3.4, HS.PR.4.1, HS.PR.4.2, HS.PR.4.3	Injury Prevention Plan Presentation Paper Definitions Rubric Performance Goal Setting Goal Evaluating Quiz	Computer Lab Weight Room Rubrics Portfolio Internet Projector IPAD	Teacher/Facilitator Student Led Critical Thinking Product Rubrics Creative Expression Project Based
9-10	HS.MS.1.2, HS.MS.1.3, HS.HF.3.2, HS.HF.3.3, HS.HF.3.4	Definitions Rubric Performance Goal Setting Goal Evaluating Writing Quiz	Computer Lab Weight Room Rubrics Portfolio IPAD	Teacher/Facilitator Student Led Critical Thinking Product Rubrics
11-12	HS.MS.1.2, HS.MC.2.3, HS.MC.2.4, HS.HF.3.2, HS.HF.3.3, HS.HF.3.4	Breakdown Strategies Definitions Rubric Performance Goal Setting Goal Evaluating Writing Quiz	Computer Lab Weight Room Rubrics Portfolio IPAD	Teacher/Facilitator Student Led Critical Thinking Product Rubrics

III. Assessment

1. Rationale

Curriculum assessment in an honors level course will include pre assessments, formative evaluations, and summative evaluations. Summative assessment will include general knowledge, analysis, and evaluation. Formative assessment will evaluate students as learning and understanding are developed throughout the curriculum, such as writing a one page paper after each module. In addition to teacher driven formative assessments, students will be responsible for self and peer assessments to adjust and improve their learning.

2. Assessment Practices

- **Daily Participation Grade-** Students will be graded daily by the instructor. Their daily participation grade will be based on dressing out and working out.
- **Pre-assessments** – Pre-assessments will be used to evaluate prior strength that students have before beginning each semester. The pre-assessment will help to show where the students strength level is, how much improvement they have made, and help them set new goals, it will also help guide instruction and tailor instruction to meet the needs of the students. The pre-assessment techniques that will be used are listed below:
 - Muscular Strength Test
 - Exit Passes
 - KWL Charts
 - Teacher Observation
 - Teacher Prepared Tests
 - Self-evaluations
 - Peer-evaluations
 - Rubrics
- **Formative Assessments-** provide information needed to adjust teaching and learning while it is still happening. The formative assessment allows students to check their level of understanding during the learning process. The formative assessment process will help guide teachers in making decisions about future instruction. Formative assessment methods that may be used within an honors classroom can include, but are not limited to:
 - Collaborative Pairs

- Exit Passes
 - Student Observations
 - Discussions
 - Kinesthetic assessments
 - Student Record Keeping
 - Goal Setting
 - Peer/self assessment
- **Summative Assessments-** are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a unit/course. Students will be assessed at the end of each module by writing a one page paper summarizing what they learned and by taking a quiz at the end of each module. Their strength will be assessed at the end of each module by performing a muscular strength test on the three primary lifts to see if they have met their goals and gotten stronger. They will also be assessed at the end of the course by writing a five page paper about what they learned, their strengths, and their struggles in the course and by taking a final exam. This type of assessment helps to determine whether long term learning goals have been met. Some of the possible summative assessments that may be used within the honors classroom include, but are not limited to:
- End of unit exams
 - Projects
 - Essays
 - Notebooks
 - Performance Assessments
 - Six Week Exams

3. Assessment Samples

Daily Workout Rubric (Weight Room)

- 20** Engaged in designed workout throughout **entire** period. (all lifts)
- Work with **optimum efficiency** to obtain peak physical conditioning.
- Demonstrates proper lifting technique **at all times**.
- Demonstrates proper weight room safety techniques **at all times**.
- 15** Engaged in designed workout **throughout most** of the class period. (most lifts)
- Works with **above average efficiency** to obtain peak physical conditioning

Demonstrates proper lifting technique a **majority of the times**.

Demonstrates proper weight room safety techniques **majority of the times**.

10 Engaged in designed workout **during portions** of the class period. (half the lifts)

Works with **average efficiency** to obtain peak physical conditioning

Demonstrates proper lifting technique **sometimes**.

Demonstrates proper weight room safety techniques **sometimes**.

5 **Sporadically** engaged in designed workout during portions of the class period. (Less than half the lifts)

Works with **below average efficiency** to obtain peak physical conditioning

Demonstrates proper lifting technique **rarely**.

Demonstrates proper weight room safety techniques **rarely**.

0. **Never engaged** in designed workout during portions of the class period. (didn't dress out or participate at all)

Works with **No efficiency** to obtain peak physical conditioning

Never demonstrates proper lifting technique.

Never demonstrates proper weight room safety techniques.

Peer Evaluation Rubric (circle each cue they perform)

Lift	Cues (each 2 pts)	Points	Comments
Bench	-Hand placement -Hit chest -Heels on floor -Inhale -Exhale		

Lift	Cues (each 2 pts)	Points	Comments
Squat	<ul style="list-style-type: none"> -Bar on back -Feet shoulder width apart -Chest up -Heels on floor -Legs parallel 		
Hang Cleans	<ul style="list-style-type: none"> -Lift -Hip Drive -Shrug -High Pull -Elbows 		

KWL Chart

What I know	What I want to know	What I learned