





Weights and Conditioning II



Month Example Sept/Jan	<u>Content</u> Sub-Category or Strand	Michigan Dept. Of Ed. P.E. Standards Code & Language	Michigan High School P.E. Content Expectations Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
Sept./Feb.	Physical Fitness pre-Test	<p>National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	<p>A.4.HR.2 Meet the criterion-referenced cardio-respiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand cycle Test).</p> <p>A.4.HR.3 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p> <p>A.4.HR.4 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch).</p> <p>A.4.HR.5 Meet the criterion-referenced body composition</p>	Height, Weight, flexibility; abdominal / trunk / lower body strength, upper-body strength and cardio-vascular fitness levels	Fitness Gram, Fitness Test	Body Mass Index, Body Fat Percentage, Flexibility, Strength, Cardio-Vascular Endurance and Target Heart Rate.



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			<p>health-related fitness standards for age and gender (e.g., Skin fold Measurement, Body Mass Index, Hydrostatic Weighing).</p> <p>K.2.HR.2 Evaluate cardio respiratory fitness level using the criterion-referenced cardio respiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand cycle Test).</p> <p>K.2.HR.3 Evaluate muscular strength and endurance fitness levels using the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, and Flexed Arm Hang).</p>			



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			K.2.HR.4 Evaluate flexibility levels using the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch). K.2.HR.5 Evaluate body composition using the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skin fold Measurement, Body Mass Index, Hydrostatic Weighing). K.2.HR.6 Develop and implement a plan for improving or maintaining health-related fitness status.			
Sept./Feb.	Safety	Standard 5- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.		Describe safety concerns within the weight room. Describe and demonstrate proper spotting techniques.	Quiz	Spotter Lifter Safety Collars



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Sept. thru June	Flexibility	Standard 1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.	Perform various dynamic stretches (arm swings, tin man, lunges, t-stretch, etc...)		Dynamic
			K.2.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity). A.4.HR.4 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).	Perform various static stretches.		Static



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			K.2.HR.4 Evaluate flexibility levels using the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
Sept. thru June	Strength Training	Standard 1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Standard 2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings. K.2.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).	Describe the basic musculature which certain exercise are working.	Quiz Demonstration.	Repetition, set, concentric, eccentric, isometric, bicep, tricep, frequency, intensity, type, time, overload, specificity, momentary muscular fatigue, bicep, tricep, deltoid, forearm, adductor, trapezius, pectoralis major, rectus





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		<p>Standard 3- Participate regularly in lifelong physical activity.</p> <p>Standard 4- Achieve and maintain a health-enhancing level of physical fitness.</p> <p>Standard 5- Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>A.4.HR.6 Develop and implement a plan for improving or maintaining health-related fitness.</p> <p>K.2.HR.7 Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition.</p>	<p>Describe the difference between demonstrating strength and strength development.</p> <p>Describe the difference between single and compound strength exercises and the benefits of both.</p> <p>Demonstrate the correct and safe method for basic strength training with free weights, machines.</p> <p>Describe progressive overload and momentary muscular fatigue.</p> <p>Describe and demonstrate a proper repetition.</p> <p>Describe the ideal order of exercise for a strength training program.</p> <p>Describe the emotional and physical benefits of strength training.</p>	<p>Create workout.</p> <p>Worksheet</p>	<p>rectus abdominus, oblique, quadriceps, dorsi flexors, sternocleidomastoides, latissimus dorsi, erecto spinae hamstring, calve, buttocks</p>



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Sept. thru June	Cardiovascular Training	National Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. National Standard 3: Participates regularly in physical activity.	A.3.PA.1 Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.	Describe the difference between anaerobic and aerobic training. Determine an age predicted maximum heart rate.	Worksheet	Aerobic, anaerobic, maximum heart rate, target heart rate zone, resting heart rate



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		National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.	A.4.HR.2 Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test). A.4.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity). A.4.AN.4 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).	Determine the recommended heart rate training zone for aerobic training.		





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			<p>K.2.HR.2 Evaluate cardiorespiratory fitness level using the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p>K.2.HR.6 Develop and implement a plan for improving or maintaining health-related fitness status.</p>			
Jan./June	Physical Fitness post-Test	National Standard 6:Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	A.4.HR.2 Meet the criterion-referenced cardio-respiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand cycle Test).	Height, Weight, flexibility; abdominal / trunk / lower body strength, upper-body strength and cardio-vascular fitness levels	Fitness Gram, Fitness Test	Body Mass Index, Body Fat Percentage, Flexibility, Strength, Cardio-Vascular



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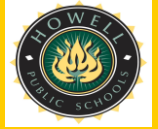
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			A.4.HR.3 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang). A.4.HR.4 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch). A.4.HR.5 Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skin fold Measurement, Body Mass Index, Hydrostatic Weighing).			Endurance and Target Heart Rate.



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			K.2.HR.5 Evaluate body composition using the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skin fold Measurement, Body Mass Index, Hydrostatic Weighing). K.2.HR.6 Develop and implement a plan for improving or maintaining health-related fitness status.			