



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

### **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

## How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course Description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District' goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

## National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual***\*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

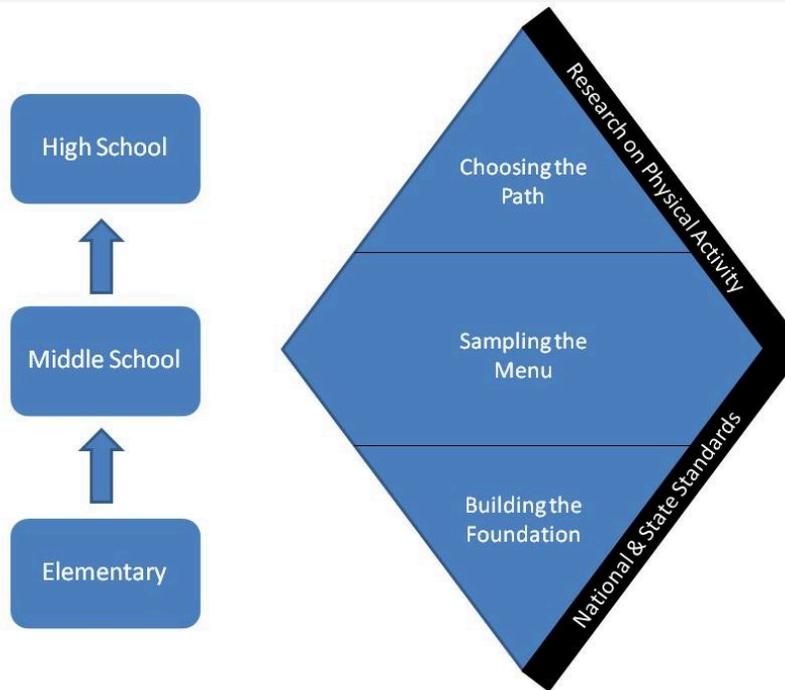
**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

\* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

## Diamond Conceptual Framework: A K-12 Road Map for Physical Education



The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.

- Choosing the Path**
  - Students focus on and become competent in a few activities that they enjoy and will continue to participate in their lives.
- Sampling the Menu**
  - Students learn specialized skills and concepts in a variety of activities.
- Building the Foundation**
  - Students begin learning the fundamental skills and concepts needed to be successful in a variety of activities.

## SCS Elementary Physical Education Curriculum Map

This curriculum map has been developed and reviewed by SCS Elementary Physical Educators. The objective of the plan is to provide direction to ensure cohesion and full implementation of the Tennessee State Physical Education Standards across the district. Standards 1 and 2 are skill and activity specific and are divided into units within this plan. Standards 3-6 covers a variety of topics for both inside and outside physical education/activity. These standards include fitness, safety/procedures, as well as social/emotional wellness and should be implemented daily throughout the course of the year.

**Standard 3:** A physically educated person participates regularly in physical activity.

- These SPI's focus on activity outside of physical education. The teacher should support and encourage this with students throughout the year.

**Standard 4:** A physically educated person achieves and maintains a health enhancing level of physical fitness.

- Fitness SPI's should be incorporated into each lesson. This can be accomplished through a warm---up activity or in the overall activity.

**Standard 5:** A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity.

- These SPI's focus on thoughts, feelings and behaviors in physical education and should be implemented and reinforced throughout the year.

**Standard 6:** A physically educated person values physical activity for health, enjoyment, challenge, self---expression and/or social interaction.

- These SPI's focus on enjoyment and personal value of physical education and should be implemented and reinforced throughout the year.

**When implementing this curriculum map, each physical educator should strive to:**

- Be actively engaged in the instructional process whether in the role of lead or assisting teacher.
- Use a variety of assessment techniques when determining mastery of the SPI's/Outcomes. This can be accomplished using a combination of formal, informal, peer, and/or self-assessment, video performances, skill rubrics or cognitive assessment measures.
- Use best practices when introducing a new skill which includes demonstrating the skill, identifying the critical elements/common mistakes, and then allowing for student practice in static situations. This process should be accompanied by timely and specific feedback.
- Use appropriate culminating activities to allow the students to combine multiple skills in game-like situations. This should allow the students to take their skill development to a higher level by allowing them to apply the skills in dynamic situations
- Use appropriate classroom management techniques in order to maximize " tasks" and strive to keep the students active for a majority of the lesson.
- This can be accomplished by minimizing wait-time, planning for smooth/efficient transitions, and creative use of equipment.
- Engage in reflective analysis of instruction and frequently collaborate with others.

What Does The Curriculum Map Contain?

EXAMPLE

Unit of Instruction				
Description				
PreK-2 SPIs	Suggested Activities		Resources/Connections/Assessments	
These are the K-2 Student Performance Indicators for the TN State PE Standards	These are the activities that are suggested to use while teaching these SPIs.			
Kindergarten Outcomes	Grade 1 Outcomes		Grade 2 Outcomes	
These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target.	These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target.		These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Arizona State Physical Education Standards (2015). We believe that inserting the words "I Can" in front of each outcome will create a grade specific "I Can" Statement/Clear Target.	
Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills				
Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
Academic Vocabulary:				

# Curriculum Map

# Physical Education Introduction to Weight Lifting

QUARTER 1 WEEK 1 Five 55 minute periods to complete				
State Standards	Learning Outcomes	Adopted Resources	Core Ideas	
2.1.1 understand and identify safety procedures 2.1.2 understand and identify appropriate use of equipment 2.1.3 define health-related physical fitness 2.1.4 define skill-related physical fitness 2.1.5 explain the benefits of physical activity participation	<b>Classroom Orientation</b> <ul style="list-style-type: none"> <li>Review the course syllabus and objectives, attendance procedures, Rules and Regulations/ Safety/ Locks and lockers, and uniforms</li> <li>Students are assigned lockers and informed about the appropriate uniform/attire to wear during class</li> <li>Review rules associated with the course activities</li> </ul>	<b>TN Department of Education</b> <a href="http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a>	Learn and understand the classroom rules, procedures and safety regulations	
<b>Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills</b>				
Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
Explain why it is important to know and follow rules and follow basic activity and safety rules and explain why they are important. <b>S4. H2 Rules and etiquette-</b> Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. <b>S4. H3 Working with others-</b> Uses communication skills and strategies that promote/team group dynamics <b>S4. H4 Working with others-</b>	Identify rules and regulations, attendance procedures and rules associated with course activities.  <b>Introduction</b> <ul style="list-style-type: none"> <li>The students will be able to ask questions relative to the course objectives, be clearly informed on what is expected of their performance in class.</li> <li>Students will review lessons to be covered throughout the course</li> </ul>	<b>Fundamental Skills</b> Students will read, review, and demonstrate knowledge of classroom rules and procedures, and classroom expectations by participating in classroom discussions, journaling, and completing collaborative activities	Students will read and review classroom syllabus and objectives, attendance procedures, Rules and Regulations, and course expectations.  Activities: <ul style="list-style-type: none"> <li>Self-reflection (journaling)</li> <li>Syllabus scavenger hunt</li> <li>Point Value partner activity</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Group Work</li> <li>Student Discussion</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 1

Five 55 minute periods to complete

<p>Solves problems and thinks critically in physical activity and/ or dance settings, both as an individuals and in groups</p> <p><b>S4.H5 Safety-</b> Applies best practices for participating safely in physical activity, exercise and dance.</p>				
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## QUARTER 1 WEEK 2

Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>2.1.5</b> explain the benefits of physical activity participation</p> <p><b>2.2.4</b> differentiate low, moderate and high impact exercises</p> <p><b>3.1.2</b> participate in developmentally appropriate aerobic and anaerobic exercises</p> <p><b>3.1.3</b> engage in proper warm-up and cool-down procedures</p> <p><b>3.1.4</b> identify factors that impact participation in physical activity (e.g., health status, facilities, equipment, environment)</p> <p><b>3.3.1</b> monitor physical activity through the use of a pedometer, heart rate monitor, and/or physical activity log or other appropriate technology</p>	<p><b>Identify safety issues</b> Discuss safety issues pertaining to exercises, equipment and safety in general</p> <p><b>Explain methods of monitoring levels of intensity during aerobic activities</b></p> <ul style="list-style-type: none"> <li>• Students will review heart rate checks</li> <li>• Students will use technology to analyze data to evaluate and monitor heart rates</li> </ul>	<p><b>TN Department of Education</b> <a href="http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<ul style="list-style-type: none"> <li>• Understand and be able to identify safety issues pertaining to exercise.</li> <li>• Demonstrate understanding of the different methods of monitoring levels of intensity during aerobic activities and demonstrate ability to check heart rate</li> </ul>

QUARTER 1 WEEK 2  
Five 55 minute periods to complete

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>Explain, Identify, and give examples of safety issues and demonstrate the ability to check heart rate using technology to analyze and evaluate.</p> <p><b>S3.H10 Fitness knowledge-</b> Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)</p> <p>Adjusts pacing to keep heart rate in the target zone, using available technology</p> <p><b>S4.H5 Safety-</b> Applies best practices for participating safely in physical activity, exercise and dance.</p>	<ul style="list-style-type: none"> <li>Identify rules, regulations, safety issues that can occur during exercise, and general safety</li> </ul> <p><b>Explain methods of monitoring levels of intensity during aerobic activities</b></p> <ul style="list-style-type: none"> <li>Students will review heart rate checks</li> <li>Students will use technology to analyze data and evaluate and monitor heart rates</li> </ul>	<p><b>Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>Students will read, review, and demonstrate understanding of general safety and safety during weight lifting via classroom discussions and activities</li> </ul> <p>Use concepts learned to properly demonstrate safe</p> <p>Use basic locomotor skills (i.e., walk, run, jump, slide, and gallop) for data purposes—Use heart monitor and pedometer to track heart rate</p>	<p>Activities:</p> <ul style="list-style-type: none"> <li>Q&amp;A worksheet on safety (class activity) (journaling)</li> <li>Worksheet on pedometers and heart monitors (how they work)</li> <li>Perform 3 exercises at a low, moderate, and high intensity compare and contrast data from the heart monitor</li> </ul> <p>Analyze data and use results to correlate exercise, intensity, and heart rate</p>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Group Work</li> <li>Student Discussion</li> <li>Student handout/worksheets</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 3 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>2.3</b> Meet health-related fitness standards established by the State-mandated fitness test.</p> <p><b>2.4</b> Use physical fitness test results to set and adjust goals to improve fitness.</p> <p><b>Problem Solving and Critical Thinking</b></p> <p><b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b>Physical Fitness Skills and Concepts</b></p> <p><b>2.1</b> Participate in moderate to vigorous physical activity at least 4 days each week.</p> <p><b>3.1.3</b> engage in proper warm-up and cool-down procedures fitness test</p>	<p><b>Physical fitness and wellness performance measurement</b></p> <ul style="list-style-type: none"> <li>PACER-- Assess fitness and set goals to maintain and improve fitness level</li> </ul> <p><b>Goal Setting</b></p> <ul style="list-style-type: none"> <li>Use fitness journal/ selection of activities</li> <li>Review basic core exercise and applications to everyday movements</li> <li>Use a variety of equipment: Med/stability balls, bands, BOSU, Etc. and circuit training to demonstrate practical application and review floor exercises.</li> <li>The student will concentrate on correct techniques, body mechanics, and complex motor skills during practical application exercise.</li> </ul>	<p><b>TN Department of Education</b>  <a href="http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<ul style="list-style-type: none"> <li>Assess fitness by conducting a PACER pre-assessment test</li> <li>Set goals to maintain and improve fitness levels</li> <li>Use proper techniques, body mechanics, and complex motor skills with med balls and other equipment to improve performance</li> </ul>

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<ul style="list-style-type: none"> <li>Assess fitness and set goals to maintain and improve fitness levels</li> <li>Concentrate on correct techniques and body mechanics during practical application.</li> <li>Introduce core workouts and application to everyday movements</li> </ul> <p><b>S2.H2 Movement concepts,</b></p>	<ul style="list-style-type: none"> <li>Participate in the PACER pre-assessment test and set goals according to current fitness test results for improvements during post-testing</li> <li>Properly warm-up and cool down before and after workouts</li> <li>Basic exercise for back and biceps. Students apply knowledge and practice lifts.</li> <li>Begin personal fitness log to set</li> </ul>	<p><b>Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>Students will concentrate on using correct techniques, body mechanics, and complex motor skills during practical application of exercises—stable core while using med, BOSU, and stability ball; hold proper position and ensure safety position (i.e. knees are behind toes while performing a body</li> </ul>	<p><b>PACER Testing</b></p> <ul style="list-style-type: none"> <li>Self-reflection upon each student's current level of fitness (journaling)</li> <li>Fitness goal worksheet/activity</li> <li>Practical application—Students work with a partner to learn a variety of exercises using equipment and practicing proper techniques, mechanics, and motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Skill Test</li> <li>Lecture/Powerpoint presentation</li> <li>Student Discussion</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 3 Five 55 minute periods to complete

<p><b>principles &amp; Knowledge</b>--Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. 27 (S2.H2.L1)</p>	<p>goals</p> <ul style="list-style-type: none"> <li>Apply strategies for self improvement</li> </ul>	<p>squat)</p> <ul style="list-style-type: none"> <li>Students will perform the pacer test using two locomotor skills – jogging and running.</li> </ul>	<ul style="list-style-type: none"> <li>Circuit training practical</li> </ul>	
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## QUARTER 1 WEEK 4 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>1.2.5</b> consistently perform skills and strategies at a basic level of competency</p> <p><b>2.1.8</b> discuss basic rules and history of a variety of physical activities (i.e., weight training, volleyball, ultimate Frisbee, soccer)</p> <p><b>2.2.1</b> practice safety procedures and appropriate use of equipment when participating in a variety of physical activities</p> <p><b>4.1.4</b> define basic fitness terminology (e.g., aerobic, anaerobic, metabolism, target heart rate, resting heart rate, warm-up, cool down, FITT, physical fitness, health-related physical fitness, skill-related physical fitness)</p> <p><b>4.2.14</b> differentiate low, moderate, and high intensity exercises</p>	<p><b>Introduction to Weight Training &amp; Conditioning Lesson/Information to be covered</b></p> <p><b>Classroom Orientation</b></p> <ul style="list-style-type: none"> <li>Students will learn the fundamental of weight training &amp; conditioning. This includes reviewing course syllabus and rules and regulations</li> <li>Students will learn all rules associated with course activities &amp; proper weight lifting positions, mechanics, and technique</li> </ul> <p>Practical Application:</p> <ul style="list-style-type: none"> <li>Leg exercises</li> <li>Correct technique and mechanics</li> <li>Muscular strength and endurance</li> </ul>	<p><b>TN Department of Education</b> <a href="http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<ul style="list-style-type: none"> <li>Review information to be covered in the course, the rules and regulations, associated with course activities and proper weight training &amp; conditioning</li> <li>Students are to learn and be able to demonstrate correct techniques/body mechanics in basic exercises</li> <li>Exhibit Safety in exercising and workouts</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 4 Five 55 minute periods to complete

- Levels of intensity

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>Students are able to demonstrate understanding of the course syllabus, classroom expectations, and use of proper technique while simultaneously having good sportsmanship &amp; leadership amongst peers</p> <p><b>S3.H7 Fitness knowledge-</b> Demonstrate appropriate technique in resistance-training machines and free weights.36 (S3.H7.L1)</p>	<ul style="list-style-type: none"> <li>• Analyze and reference course syllabus, rules &amp; regulations to demonstrate understanding of course outline and expectations</li> <li>• Students will demonstrate their ability to properly weight train and condition according to the rubric and checklist</li> </ul>	<p><b>Fundamental Skills</b> Based on what the students already know, each student will use appropriate basic forms of movement to properly demonstrate squatting, lunging, and other weight training and conditioning exercises (without the use of actual weight)—holding core tight and ensuring that feet are appropriately spaced for a safe and solid base</p>	<ul style="list-style-type: none"> <li>• Partner activities to learn rules and correct weight lifting and conditioning techniques</li> <li>• Fitness goal journaling and fitness training log</li> </ul>	<ul style="list-style-type: none"> <li>• Question/Discussion</li> <li>• Teacher Observation</li> <li>• Student Discussion</li> <li>• Weight Lifting</li> <li>• Rubric and checklist</li> </ul>

## QUARTER 1 WEEK 5 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>1.2.1</b> demonstrate offensive and defensive strategies in individual/dual and team sports</p> <p><b>1.2.2</b> implement previously learned skills into game situations (e.g., serve, return, pass, receiving)</p> <p><b>1.2.3</b> practice skill-related components of physical fitness (i.e reaction time, balance, agility, coordination, power, speed)</p> <p><b>3.3.1</b> monitor physical activity through the use of a pedometer, heart rate monitor, and/or</p>	<p><b>Fitness/Strength Conditioning Mini-Lessons</b></p> <ul style="list-style-type: none"> <li>• Introduce the three types of weight training</li> <li>• Introduce heart rate checks</li> <li>• Introduce body position (Stance, start, arm action etc.)</li> <li>• Identify muscles of the body and muscular endurance and strength Training for selected muscle groups</li> </ul>	<p><b>TN Department of Education</b> <a href="http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<ul style="list-style-type: none"> <li>• Using practical application, students will demonstrate proper heart rate checks, correctly perform proper body positions during weight lifting, and be able to identify muscles of the body.</li> <li>• Be able to identify and give examples of muscular endurance and strength training</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 5 Five 55 minute periods to complete

physical activity log or other appropriate technology			
4.1.9 identify resting, maximum, target and recovery heart rate			
4.2.1 identify the functions of the major muscles of the muscular system (e.g., quadriceps – extensor, hamstring –flexor)			

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<ul style="list-style-type: none"> <li>Using practical application, students are to demonstrate their knowledge of a variety of weight training, correct body positions, heart rate checks, and ability to correctly identify muscles</li> <li>Students will be able to identify and correlate muscular endurance and strength training</li> </ul> <p><b>S3.H7 Fitness knowledge-</b> Demonstrate appropriate technique in resistance-training machines and free weights.36 (S3.H7.L1)</p>	<ul style="list-style-type: none"> <li>Identify concepts related to weight training, muscle groups, and body position.</li> <li>Applies concepts of the different types of intensities</li> </ul> <p>Students will be able to apply concepts related to weight training, muscle groups, and body position while properly performing exercises.</p> <p>Intensities will be used to determine differences in heart rates and how it affects sets/reps</p> <p>Identify the concepts of cardio and core and identify how they have an impact on intensities</p>	<p><b>Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>Students will use locomotor skills to properly demonstrate weight training.</li> <li>Maintain tight core and keep all for points in contact while performing bench press exercises.</li> <li>Target muscle groups that are being worked and hold them in an isometric position after each set</li> </ul>	<ul style="list-style-type: none"> <li>Students will also participate in partner activities providing the correct and incorrect technique</li> <li>Power Point Presentation on “Muscles of the Body” or muscle video to re-enforce identification of muscles by taking.</li> <li>Practical Quiz will be given and students have to properly perform a list of exercises as bench press, flys incline/ decline press, and cable cross.</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Teacher Observation</li> <li>Skill Test</li> <li>Power Point Presentation</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 6 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>1.2.5</b> consistently perform skills and strategies at a basic level of competency</p> <p><b>1.2.7</b> demonstrate biomechanical principles that apply to the development of motor skills (e.g., extension, flexion, abduction, adduction, pronation, supination) the principles of exercise</p> <p><b>2.2.1</b> practice safety procedures and appropriate use of equipment when participating in a variety of physical activities</p> <p><b>3.1.6</b> understand the importance of nutrition on health and well-being</p> <p><b>4.2.1</b> identify the functions of the major muscles of the muscular system (e.g., quadriceps – extensor, hamstring –flexor)</p>	<ul style="list-style-type: none"> <li>Students will be introduced to the prime mover muscles, biomechanics, and circuit training.</li> <li>Students will be able to analyze, concentrate on, and perform the correct techniques and body mechanics during practical application exercises.</li> <li>Apply the principles learned to properly perform collaborative skill-related components for each activity.</li> <li>Explain how the food that we eat affects our performance during exercise.</li> </ul>	<p><b>TN Department of Education</b>  <a href="http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<ul style="list-style-type: none"> <li>Using practical application, students are to demonstrate their knowledge of a variety of weight training exercises, knowledge of rules and procedures, and safety regulations</li> <li>Know the importance of food and how it affects performance</li> </ul>

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<ul style="list-style-type: none"> <li>Following basic activity and safety rules, students will be able to properly perform weight lifting exercises</li> <li>Students will be able to define and explain the term biomechanics, give examples of exercises using the prime moves, and properly perform circuit-training exercises.</li> </ul> <p><b>S1.H3 Fitness Activities-</b> Explain and demonstrate proper spotting</p>	<ul style="list-style-type: none"> <li>Students will identify concepts related to prime mover muscles, biomechanics, and circuit training.</li> <li>Students will be able to apply concepts of prime mover muscles, biomechanics, and circuit training to properly perform weight lifting exercises.</li> <li>Students will be able to analyze, concentrate on, and perform the correct techniques and body mechanics during practical</li> </ul>	<p><b>Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>Students will use locomotor skills to properly demonstrate weight training.</li> <li>Maintain a steady base and tight/ contracted core for safety and protection while performing exercises and spotting for peers and classmates</li> <li>Concentrate on complex motor skills with med balls/ stability balls, etc. to improve</li> </ul>	<ul style="list-style-type: none"> <li>Timed circuit training: As 1 unit, students will perform exercises of their choice, performing them for 30 seconds and resting for 30 seconds before moving on to the next exercise.</li> <li>Complete nutrition reading and worksheet. Give examples of how the foods that we eat has an effect on performance.</li> <li>Practical Quiz will be given and students have to properly perform a list of exercises such</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Teacher Observation</li> <li>Skill Test</li> <li>Circuit Training</li> <li>Progression of skills</li> <li>Peer feedback</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 6 Five 55 minute periods to complete

<p>technique</p> <p><b>S4.H5 Safety</b>-Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>	<p>application exercises.</p> <ul style="list-style-type: none"> <li>Students will be able to identify important concepts of spotting while their peers are performing weight lifting exercises.</li> </ul>	<p>performance.</p> <ul style="list-style-type: none"> <li>Maintain proper form while performing plyometrics, pull-ups, bench dips, bar dips, incline/decline press, cable cross etc.</li> </ul>	<p>as bench press, flys incline/decline press, pull-ups, dips, and cable cross</p>	
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## QUARTER 1 WEEK 7 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>2.4</b> Use physical fitness test results to set and adjust goals to improve fitness.</p> <p><b>3.1.3</b> engage in proper warm-up and cool-down procedures fitness test</p> <p><b>4.1.8</b> recognize and apply proper warm-up and cool-down procedures</p>	<p><b>Introduction to Resistance Training</b></p> <ul style="list-style-type: none"> <li>Reps</li> <li>Sets</li> <li>Tempo</li> <li>Force</li> <li>Exercise</li> <li>Muscle overload</li> </ul> <p>Students will be able to demonstrate and give basic knowledge of each component</p>	<p><b>TN Department of Education</b>  <a href="http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<p>Learn and understand the different components of resistance training and how they can be used to create a personal fitness plan</p>

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 7 Five 55 minute periods to complete

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<ul style="list-style-type: none"> <li>Using practical application, students will be able to identify, describe, and explain the different component of resistance training.</li> <li>Demonstrate proper Warm-up/Cool-Down</li> </ul> <p><b>S3.H7</b> <b>Fitness knowledge</b> Demonstrate appropriate technique in resistance-training machines and free weights.36 (S3.H7.L1)</p>	<ul style="list-style-type: none"> <li>Analyze and identify the different concepts related to resistance training.</li> </ul> <p>The students will apply concepts of resistance training to assist with assessing their level of fitness.</p> <p>Resistance training also relates/helps with running times. Students will be assessed on their mile runs and timed circuits as well.</p> <ul style="list-style-type: none"> <li>Use correct warm-up/cool down drills</li> <li>Set goals by using current fitness test results to compare and gage whether or not improvements were made.</li> </ul>	<p><b>Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>Maintain correct form during weightlifting assessment</li> <li>Properly perform exercises during circuits (form instead of speed), so that no one gets injured.</li> <li>Use basic locomotor skills to participate in PFT testing (i.e. squats-shoulder with base, knees do not go over toes, pace yourself during training that lasts over 4 minutes)</li> </ul>	<p>Pre-Test Personal Workout Sheet Mile Run Times Circuit Run Times PFT Improvement Assessment Weightlifting Assessment Teacher observation Rubric Checklist worksheet activity</p> <ul style="list-style-type: none"> <li>Self-reflection upon each student's current level of fitness (journaling)</li> <li>Students are to notate their current level of fitness to be later used</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Skill Test</li> <li>Lecture/ powerpoint presentation</li> <li>Weight lifting assessment</li> <li>Circuit training</li> </ul>

## QUARTER 1 WEEK 8 Five 55 minute periods to complete

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 8 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>1.2.4</b> modify and adapt motor movements to a specific physical activity (e.g., fitness activities, rhythmic activities, individual or team sports, recreational pursuits)</p> <p><b>3.1.2</b> participate in developmentally appropriate aerobic and anaerobic exercises</p> <p><b>3.1.3</b> engage in proper warm-up and cool-down procedures</p> <p><b>4.2.1</b> participate in moderate to vigorous physical activity in a variety of settings</p> <p><b>4.2.2</b> incorporate the F.I.T.T principle into physical activity</p>	<p><b>Jog/Walk Training</b></p> <ul style="list-style-type: none"> <li>Interval Running</li> <li>Incline Running</li> <li>Distance Running</li> </ul> <p>Students learn about the different forms of running training and how it can assist with improving goals.</p>	<p><b>TN Department of Education</b>  <a href="http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<ul style="list-style-type: none"> <li>Using practical application, students are to individually demonstrate their ability to perform various exercises and types of training: exhibiting a higher level of performance than their previous efforts.</li> <li>Be able describe, give examples, and differentiate between the three types of running.</li> </ul>

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>Using practical application, students will be able to identify, describe, and explain newly introduced exercises (power lifting exercises)</p> <p>Demonstrate proper Warm-up/Cool-Down and different types of running/training</p> <p><b>S1.H3 Fitness activities</b>                      Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p>	<ul style="list-style-type: none"> <li>Physical Fitness</li> <li>Aerobic and Anaerobic interval training</li> <li>Weight training</li> </ul>	<p><b>Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>Students will use locomotor skills of movement to properly perform aerobic, anaerobic, and weight training exercises.</li> <li>Demonstrate proper warm-up/cool-down routine</li> <li>Properly explain and demonstrate the three different types of running (interval, incline, distance)</li> <li>Working with a partners students are to perform cardio, core weight lifting exercises with and without equipment with a partner (i.e. incline press,</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion explaining each component—Proper use of weights, spotting, aerobic vs. anaerobic exercises</li> <li>Practice for continual improvements</li> <li>Journal writing on how different types of running (interval, incline, distance) has an impact on performance</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Skill Test</li> <li>Student Discussion</li> <li>Peer Assessment</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 8 Five 55 minute periods to complete

<p><b>S3.H7 Fitness knowledge</b> Demonstrate appropriate technique in resistance-training machines and free weights.36 (S3.H7.L1)</p>		<p>shoulder press with bar/dumbbell, upright rows, close grip bench press, push downs)</p>		
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## QUARTER 1 WEEK 9 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>1.2.4</b> modify and adapt motor movements to a specific physical activity (e.g., fitness activities, rhythmic activities, individual or team sports, recreational pursuits)</p> <p><b>2.2.1</b> practice safety procedures and appropriate use of equipment when participating in a variety of physical activities</p> <p><b>3.1.3</b> engage in proper warm-up and cool-down procedures</p> <p><b>3.2.4</b> monitor physical activity through the use of an activity log</p> <p><b>4.3.2</b> use results of fitness assessments to guide changes in a personal program of fitness and physical activity</p> <p><b>5.1.3</b> display independent, responsible</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Students will use what they've learned to select and modify weight training and fitness activities</li> <li>• Students will evaluate risk and safety factors</li> <li>• Develop a fitness log</li> <li>• Select and analyze fitness activities that enhance personal enjoyment</li> </ul>	<p><b>TN Department of Education</b> <a href="https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<ul style="list-style-type: none"> <li>• Adapt weight training and fitness activities to individual fitness level and abilities</li> <li>• Display knowledge of risk and safety factors</li> <li>• Select and analyze fitness activities that enhance personal enjoyment</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 1 WEEK 9 Five 55 minute periods to complete

behaviors (e.g., safety procedures, appropriate use of facilities and equipment, following rules, encourage others)

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<ul style="list-style-type: none"> <li>Students exhibit what they've learned by selecting and making modifications to weight training and fitness activities</li> <li>Develop fitness log</li> <li>Recognize safety and risk factors during activities</li> <li>Use pre-testing to determine current level of fitness for particular</li> </ul> <p><b>S3.H5 Physical activity knowledge</b>--Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.</p> <p><b>S4.H1 Personal responsibility</b>- Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</p>	<ul style="list-style-type: none"> <li>Use correct warm-up/cool down drills</li> <li>Students will use what they've learned to select and modify weight training and fitness activities                             <ul style="list-style-type: none"> <li>➤ Weightlifting testing</li> <li>➤ PFT</li> <li>➤ Circuit Training</li> <li>➤ Mile Run</li> </ul> </li> <li>Students will evaluate risk and safety factors</li> <li>Fitness log</li> </ul>	<p><b>Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>Students will use locomotor skills to properly demonstrate various types of movements.</li> <li>Maintain correct form during weightlifting assessment</li> <li>Use correct form and spotting techniques to avoid injuries.</li> <li>Use basic locomotor skills to participate in PFT testing (i.e. squats-shoulder with base, knees do not go over toes, pace yourself during training that lasts over 4 minutes)</li> <li>Use fitness log to document training</li> </ul>	<p>Use Personal Workout Sheet to document exercises performed</p> <p>Timed Mile run</p> <p>Timed Circuit Run</p> <p>PFT Improvement Assessment</p> <p>Weightlifting Assessment</p> <p>Rubric and Checklist</p>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Teacher Observation</li> <li>Skill Test</li> <li>Rubric and checklist</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 2 WEEK 1 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>2.2.1</b> practice safety procedures and appropriate use of equipment when participating in a variety of physical activities</p> <p><b>4.1.8</b> recognize and apply proper warm-up and cool-down procedures</p> <p><b>4.3.2</b> use results of fitness assessments to guide changes in a personal program of fitness and physical activity</p>	<p><b>Lesson/Information to be Covered</b></p> <p><b>Resistance Training</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to specialized weight training (elastic or hydraulic resistance)</li> <li>Students will be tested for muscular strength and endurance</li> </ul>	<p><b>TN Department of Education</b>  <a href="https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<p>Using practical application, students are to properly demonstrate and give examples of specialized weight training.</p>

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>Analyze, demonstrate, and give examples of the different types of elastic and hydraulic resistance training.</p> <p><b>S2.H2</b>  <b>Movement concepts, principles &amp; knowledge</b>                      Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p><b>S3.H7 Fitness knowledge</b>                      Demonstrate appropriate technique in resistance-training machines and free weights.</p>	<ul style="list-style-type: none"> <li>Analyze and identify concepts relating to elastic and hydraulic resistance training</li> <li>Muscle strength and endurance</li> </ul>	<p><b>Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>Maintain proper mechanics while performing various types of elastic and resistance training                             <ul style="list-style-type: none"> <li>Maintain tight core</li> <li>Protect the spine</li> <li>Ensure the knee does not go over the toe</li> <li>Breath in on concentric motion and out on eccentric motion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students will properly perform elastic and hydraulic resistance training</li> <li>Circuit training for muscular strength and endurance</li> <li>Students will analyze film of themselves performing various recreational activities. After meticulous review, students will re-perform skills and techniques correctly</li> <li>Worksheet/handout on elastic and hydraulic resistance training</li> <li>List, describe, and give examples of the different exercise</li> <li>Journal writing: How does resistance training affect muscle strength and endurance?</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Teacher Observation</li> <li>Skill Test</li> <li>Film review</li> <li>Worksheet/ Handout</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 2 WEEK 2 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>3.1.3</b> engage in proper warm-up and cool-down procedures</p> <p><b>4.2.12</b> define and differentiate isotonic, isometric and isokinetic exercises</p>	<p><b>Isometric Training</b></p> <p>Students will be introduced to isometric training</p> <ul style="list-style-type: none"> <li>Demonstrate and give examples of isometric training/ contraction</li> <li>Students will be able to create a fitness plan that includes various exercises including a variety of isometric movements/ exercises</li> </ul>	<p><b>TN Department of Education</b></p> <p><a href="https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<ul style="list-style-type: none"> <li>Understand isometric training/contraction and its importance and relevance in resistance training.</li> <li>Understand the benefits of performing a variety of exercises, including isometric exercises.</li> </ul>

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<ul style="list-style-type: none"> <li>Analyze and give examples of isometric training.</li> <li>Create circuit training that includes various types of exercises</li> </ul> <p><b>S2.H3 Movement concepts, principles &amp; knowledge</b></p> <p>Creates a practice plan to improve performance for a self- selected skill.</p> <p><b>S3.H9 Fitness knowledge</b></p> <p>Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF)...</p> <p><b>S4.H5 Safety-</b> Applies best practices for participating safely in physical activity, exercise and dance.</p>	<ul style="list-style-type: none"> <li>Analyze and identify concepts relating to isometric training/contraction</li> <li>Muscle strength and endurance</li> </ul>	<p><b>Fundamental Skills</b></p> <p>Students will read, review, and take notes during lecture on isometric training.</p> <p>Students will use proper form and skills to perform isometric training</p> <ul style="list-style-type: none"> <li>➤ Stable four points</li> <li>➤ Contracted core</li> <li>➤ Contracted muscle</li> <li>➤ Protect the spin by ensuring correct posture</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Partner activity (Identify different types of exercises worksheets)</li> <li>Create circuit training that includes various types of exercises</li> <li>Perform circuit and various exercises, practicing the use of proper body position and form</li> <li>Use journal to document note taking and answer questions on worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Group Work</li> <li>Student Discussion</li> <li>Student handout/worksheets</li> <li>Skill Test</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 2 WEEK 3 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>2.1.5</b> explain the benefits of physical activity participation</p> <p><b>3.1.2</b> participate in developmentally appropriate aerobic and anaerobic exercises</p> <p><b>4.1.8</b> recognize and apply proper warm-up and cool-down procedures</p> <p><b>4.3.2</b> use results of fitness assessments to guide changes in a personal program of fitness and physical activity</p>	<p><b>Speed, Agility, Flexibility Training</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to speed, agility, and flexibility training.</li> <li>Give examples of speed, agility, and flexibility training</li> <li>Explain how these components can be used to increase athletic ability and overall fitness level.</li> </ul>	<p><b>TN Department of Education</b>  <a href="https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.p">https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.p</a></p>	<ul style="list-style-type: none"> <li>Understand, explain, and give examples of speed, agility, and flexibility.</li> <li>Explain how each component can improve athletic performance and overall fitness level.</li> </ul>

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<ul style="list-style-type: none"> <li>Explain, demonstrate, and give examples of speed, agility, and flexibility training.</li> <li>Explain how these types of training can increase fitness level</li> </ul> <p><b>S2.H2 Movement concepts, principles &amp; knowledge</b>                      Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in</p>	<p>Identify concepts related to speed, agility, and flexibility training.</p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Students will perform exercises in a circuit/station fashion.</li> <li>Stations will be set up and students will rotate to each station, performing exercises/drills listed on each particular station.</li> </ul>	<p><b>Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>Students will read, review, and demonstrate understanding of speed, agility, and flexibility.</li> <li>Students will warm-up/stretch and ensure that proper form is maintained while performing quick feet drills. Students are to focus on running on the balls of their feet and quick arm movement.</li> <li>Students will also maintain form will be practicing agility drills using line drills and ladders—</li> </ul>	<ul style="list-style-type: none"> <li>Students watch videos in class and fill in the blank (using handout) to answer questions about flexibility, speed, and agility.</li> <li>Classroom review/discussion of worksheet</li> <li>Students work in groups, rotating to different stations performing the exercises /drills listed at each station.</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Group Work</li> <li>Student Discussion</li> <li>Student handout/worksheets</li> <li>Skill Test</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 2 WEEK 3 Five 55 minute periods to complete

<p>a selected skill.</p> <p><b>S3.H9 Fitness knowledge</b> Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises for personal fitness development</p>		<p>consistently contracting the core and focusing on correct hip placement.</p>		
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## QUARTER 2 WEEK 4 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>3.1.3</b> engage in proper warm-up and cool-down procedures fitness test</p> <p><b>4.1.1</b> identify the major muscles of the muscular system (e.g., quadriceps, hamstring, bicep, tricep, deltoid, latissimus dorsi, gastrocnemius)</p> <p><b>5.1.3</b> display independent, responsible behaviors (e.g., safety procedures, appropriate use of facilities and equipment, following rules, encourage others)</p> <p><b>5.1.6</b> participate in cooperative learning activities</p>	<p><b>Position Specific Fundamentals</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to position specific fundamentals involving upper and lower body conditioning/training.</li> <li>Give examples of both upper and lower body conditioning exercises/ training.</li> </ul>	<p><b>TN Department of Education</b> <a href="https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.p">https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.p</a></p>	<ul style="list-style-type: none"> <li>Review upper body and lower body position specific fundamentals.</li> <li>Properly explain and demonstrate lower body and upper training.</li> </ul>

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 2 WEEK 4 Five 55 minute periods to complete

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<ul style="list-style-type: none"> <li>Students will use newly learned concepts and what they already know about proper technique and weight lifting to add to their word box to analyze and demonstrate upper body and lower body conditioning/training</li> <li>Demonstrate appropriate warm-up and cool down</li> </ul> <p><b>S2.H2 Movement concepts, principles &amp; Knowledge</b>--Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. 27 (S2.H2.L1)</p>	<ul style="list-style-type: none"> <li>Analyze and give examples of the concepts related to upper body and lower body conditions</li> <li>Use appropriate terminology to identify major working muscles</li> </ul> <p><b>Introduction</b> Students are introduced to new concepts and given scenarios and examples during lecture/power point presentation</p>	<p><b>Fundamental Skills</b> Students will be assigned to groups of 4 to complete activity circuit listed on their handouts.</p> <p>Students will use visuals located on their handouts, properly perform exercises.</p> <ul style="list-style-type: none"> <li>➤ Based on technique and form each student's peer will score their group member by using the rubric as scoring tool</li> <li>➤ Use anatomical terminology to describe which muscle is the primary muscle being used during each exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Students work in groups to complete activity circuit listed on each group' 'handouts.</li> <li>The students have to properly perform the exercise, explain it to the class, and identify the major muscle group that is being used to perform that particular exercise.</li> <li>The classroom bodies chart will be used to fill in the blank for the "Major muscle" that is being used.</li> <li>Students work in groups and perform exercises "circuit style" for additional practice and improvement of form/technique.</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Skill Test</li> <li>Lecture/ Powerpoint presentation</li> <li>Student Discussion</li> <li>Peer/ Student assessment</li> </ul>

## QUARTER 2 WEEK 5 Five 55 minute periods to complete

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 2 WEEK 5 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
3.3.5 refine skills, expand knowledge, cultivate interests, and strengthen desire to independently	<b>Old School Conditioning (Cognitive)</b> <ul style="list-style-type: none"> <li>Students will learn about the “Old School” way of conditioning.</li> <li>Learn about the history of why we do particular types of conditioning.</li> <li>Use journals to compare and contrast old school training vs. new school training.</li> </ul>	<b>TN Department of Education</b> <a href="https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.p">https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.p</a>	Learn the importance and relevance of old school conditioning and how it relates to new school conditioning.

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>Students learn about the history of a variety of trainings and compare them to some of the newest ways of training.</p> <p><b>S2.H1 Movement concepts, principles &amp; knowledge</b></p> <p>Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2)</p>	<p>Analyze and give examples of the concepts “old school” conditioning and “new school” conditioning.</p> <ul style="list-style-type: none"> <li>Types of trainings for particular sports</li> <li>Terminology</li> <li>New techniques for safety</li> </ul>	<p><b>Fundamental Skills</b></p> <p>Students will work in groups to learn about how things “use” to be done and what we have done to change many of those things. This includes:</p> <ul style="list-style-type: none"> <li>Working together to ensure better safety of peers and teammates during physical activity</li> <li>Using proper mechanics</li> <li>Working smarter and not harder</li> <li>Using research time to prove that not all “old school” training is bad training</li> </ul>	<ul style="list-style-type: none"> <li>Partner activities to learn rules and current terminology.</li> <li>Students watch old film and new film to compare and contrast old school and new school training, as well as old school and new school terminology.</li> <li>Play a game of Jeopardy to answer questions from information learned during this unit.</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Teacher Observation</li> <li>Student Discussion</li> <li>Games</li> <li>Research</li> <li>Skill Test</li> </ul>

**QUARTER 2 WEEK 6**  
Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>3.2.1</b> recognize the benefits of a healthy lifestyle and the consequences of poor nutrition and inactivity</p> <p><b>4.2.8</b> understand how caloric intake, metabolism and energy expenditure affect body composition</p>	<p><b>Nutrition and Weight Management</b></p> <p>Students will be introduced to nutrition and its' effects on weight and weight management.</p> <ul style="list-style-type: none"> <li>➤ Food Choices</li> <li>➤ Cultural Influences</li> <li>➤ Access to adequate food choices</li> </ul>	<p><b>TN Department of Education</b> <a href="https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.p">https://www.tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.p</a></p>	<p>Learn the importance of nutrition, weight management, and the effects that it has on a person's health status.</p>

**Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills**

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>Students will learn about nutrition and its' effects on weight and weight management.</p> <p><b>S3.H11 Assessment &amp; program planning</b></p> <p>Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)</p> <p><b>S3.H13 Nutrition</b></p> <p>Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p> <p>Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)</p>	<p>Analyze and give examples of the concepts related to nutrition.</p> <ul style="list-style-type: none"> <li>➤ Food Choices</li> <li>➤ Cultural Influences</li> <li>➤ Access to adequate food choices</li> </ul>	<p><b>Fundamental Skills</b></p> <p>Students will work in groups to demonstrate their understanding of nutrition:</p> <ul style="list-style-type: none"> <li>➤ Work in groups to discuss food choices</li> <li>➤ Give examples of how the culture/society that we live in can influence food choices</li> <li>➤ Using the handout given, students will choose from the lists of foods to create healthy meals and learn about many healthy snacks</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use information learned via lecture/power point presentation to demonstrate their understanding of nutrition and the effects that it has on weight and physical activity.</li> <li>• Students will complete a checklist that lists their daily food choices.</li> <li>• Students will explain why they choose those particular foods (Food access, cultural influences, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Question/Discussion</li> <li>• Teacher Observation</li> <li>• Handout</li> </ul>

**QUARTER 2 WEEK 7**  
Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>4.3.2</b> use results of fitness assessments to guide changes in a personal program of fitness and physical activity.</p> <p><b>4.3.4</b> discuss drugs, techniques and fads associated with fitness and conditioning.</p> <p><b>4.3.5</b> examine current fitness products</p>	<p><b>Performance Enhancement Drugs</b></p> <p>Students will be introduced to performance enhancement drugs:</p> <ul style="list-style-type: none"> <li>➤ Ephedra</li> <li>➤ Creatine</li> <li>➤ Steroids</li> </ul> <ul style="list-style-type: none"> <li>• Students will explain enhancement drugs and give examples of the effects that it has on the body.</li> <li>• Students will be able to analyze why the effects of enhancement drugs can create an unfair playing ground amongst athletes.</li> </ul>	<p><b>TN Department of Education</b> <a href="https://www.tn.gov/assets/entities/education/achievements/std_pe_gr_9-12.p">https://www.tn.gov/assets/entities/education/achievements/std_pe_gr_9-12.p</a></p>	<p>Students learn the short term and long term effects of Performance enhancement drugs and how it creates an unfair playing ground amongst athletes.</p>

**Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills**

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>Students learn about the long-term and short-term of performance enhancement drugs.</p> <p>Students will be able to analyze why the effects of enhancement drugs can create an unfair playing ground amongst athletes.</p> <p><b>S1.H3</b> <b>Fitness activities</b></p>	<ul style="list-style-type: none"> <li>• Analyze and apply concepts learned about performance enhancement drugs to athletes and sports.</li> <li>• What are the problems with Performance enhancement drugs?</li> <li>• Give examples of the effects that drugs have on the body.</li> </ul> <p>Students will continue to use skills learned to create personal workouts,</p>	<p><b>Fundamental Skills</b></p> <p>Students will use concepts learned to create a pamphlet about the different Performance enhancement drugs. Information will be obtained through the use of the internet and the classroom lecture, resources, and information obtained from the power point presentation.</p> <p>Students will work in groups to find unique effects that these substances</p>	<p>Students will use personal workout worksheet to list workouts and daily routines (warm ups, reps, sets, etc.) to keep track of training</p> <p>Performance Enhancement Worksheet</p> <p>Research--discussion assignment / Create pamphlet</p> <ul style="list-style-type: none"> <li>• Effects of Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Question/Discussion</li> <li>• Teacher Observation</li> <li>• Skill Test</li> <li>• Rubric and Checklist</li> <li>• Circuit and Mile Run Times</li> <li>• Weightlifting assessment</li> <li>• PFT Improvement</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 2 WEEK 7 Five 55 minute periods to complete

<p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p><b>S2.H3 Movement concepts, principles &amp; knowledge</b> Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p>	<p>practice mile run and circuit run, practice PFT for progression and improvements, assess weightlifting, and use rubric and checklist to ensure that exercises are properly performed and safety procedures are being followed,</p>	<p>have on the body and discuss them with the class.</p>	<p>Enhancement drugs</p>	
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## QUARTER 2 WEEK 8 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>1.2.4</b> modify and adapt motor movements to a specific physical activity (e.g., fitness activities, rhythmic activities, individual or team sports, recreational pursuits)</p> <p><b>3.1.2</b> participate in developmentally appropriate aerobic and anaerobic exercises</p> <p><b>3.1.3</b> engage in proper warm-up and cool-down procedures</p> <p><b>4.2.1</b> participate in moderate to vigorous physical activity in a variety of settings</p> <p><b>4.2.2</b> incorporate the F.I.T.T principle into physical activity</p>	<p><b>Jog/Walk Training</b></p> <ul style="list-style-type: none"> <li>• Interval Running</li> <li>• Incline Running</li> <li>• Distance Running</li> </ul> <p>Students will review what they've learned about the different forms of running training.</p> <p>Students will write a reflection paper on how different forms of running training has assisted them with reaching their goals and making personal fitness gains.</p>	<p><b>TN Department of Education</b>  <a href="http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<p>Using practical application, students are to individually demonstrate their ability to perform various exercises and types of training: exhibiting a higher level of performance than their previous efforts.</p> <p>Students create personal fitness plans using the different types of running.</p>

QUARTER 2 WEEK 8  
Five 55 minute periods to complete

Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>Using practical application, students will perform skills learn (power lifting exercises, different types of running, cardio etc.) during a post-test assessment to measure fitness gains/increases.</p> <p>Demonstrate proper Warm-up/Cool-Down</p> <p><b>S1.H3 Fitness activities</b> Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p><b>S3.H7 Fitness knowledge</b> Demonstrate appropriate technique in resistance-training machines and free weights.36 (S3.H7.L1)</p>	<ul style="list-style-type: none"> <li>Physical Fitness</li> <li>Aerobic and Anaerobic interval training</li> <li>Weight training</li> </ul>	<p><b>Fundamental Skills</b> Students will use locomotor skills of movement to properly perform aerobic, anaerobic, and weight training exercises.</p> <p>Demonstrate proper warm-up/cool-down routine</p> <p>Properly explain and demonstrate the different types of running (interval, incline, distance), showing improvements in weight lifting/running assessments.</p> <p>Working with a partner, students are to perform cardio, core weight lifting exercises with and without equipment with a partner (i.e. incline press, shoulder press with bar/dumbbell, upright rows, close grip bench press, push downs)</p>	<p>Weight Lifting Assessment</p> <p>Skill Test Assessment</p> <p>Running Assessment</p> <p>Journal writing on how these different types of training has improved each students' overall fitness level.</p> <p>Students will use their personalized physical fitness plan and chart out their workouts; showing weekly gains (creating charts/visuals to show improvements)</p>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Skill Test (post-test)</li> <li>Student Discussion</li> <li>Peer Assessment</li> <li>Charting</li> </ul>

# Curriculum Map

# Physical Education Introduction to Weight Lifting

## QUARTER 2 WEEK 9 Five 55 minute periods to complete

State Standards	Learning Outcomes	Adopted Resources	Core Ideas
<p><b>1.2.4</b> modify and adapt motor movements to a specific physical activity (e.g., fitness activities, rhythmic activities, individual or team sports, recreational pursuits)</p> <p><b>1.3.2</b> demonstrate proficient movement patterns in a variety of physical activities (e.g., aquatics, dance and rhythms, individual, dual, and team sports, fitness activities)</p> <p><b>3.1.2</b> participate in developmentally appropriate aerobic and anaerobic exercises</p> <p><b>3.1.3</b> engage in proper warm-up and cool-down procedures</p> <p><b>4.3.2</b> use results of fitness assessments to guide changes in a personal program of fitness and physical activity</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>Students will review and understand the role of motivation in physical activity.</li> <li>Students will understand how to apply the principles of resistance training for muscular strength and endurance.</li> <li>Students will have a classroom unit review to prepare for the final assessment/examination.</li> </ul>	<p><b>TN Department of Education</b>  <a href="http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf">http://tn.gov/assets/entities/education/attachments/std_pe_gr_9-12.pdf</a></p>	<p>Students review concepts learned throughout the unit, emphasizing the role that motivation has on physical activity, and the principles of resistance training.</p>

### Unit Assessment: Teacher Observation, Skill Testing, Game Play, Progression of Skills

Cumulative Progress	Content Objectives		Instructional Actions	
	Concepts	Skills	Activities/Strategies	Assessment
<p>Students will review concepts learned and complete cumulative assessments/evaluations on various concepts learned. Including but not limited to:</p> <ul style="list-style-type: none"> <li>Flexibility</li> <li>Postural support and endurance</li> <li>Muscular strength and endurance</li> <li>Lifting technique</li> </ul>	<p>Students will use concepts learned throughout the unit to complete final assessments/examination:</p> <ul style="list-style-type: none"> <li>Body fat</li> <li>Free weights</li> <li>WOD (Workout of the day)</li> <li>Cardiorespiratory</li> <li>Psychological</li> <li>Body alignment</li> <li>Lifting technique</li> </ul>	<p><b>Fundamental Skills</b></p> <p>Students will use locomotor skills of movement to properly warm-up/cool down, perform aerobic, anaerobic, muscular strength and endurance, and weight lifting technique</p> <p>Students will maintain proper core and stability posture during exercise (especially weight bearing exercises).</p>	<p>Use classroom discussion and review to learn/get clarification on any information that students may have questions about or difficulty with.</p> <ul style="list-style-type: none"> <li>Students use handout review sheets</li> </ul> <p>Students will have a cumulative skill and vocabulary assessment</p> <ul style="list-style-type: none"> <li>Journal writing on how physical</li> </ul>	<ul style="list-style-type: none"> <li>Question/Discussion</li> <li>Skill Test</li> <li>Student Discussion</li> <li>Final written exam</li> </ul>

QUARTER 2 WEEK 9  
Five 55 minute periods to complete

<p>Students will review terminology learned and additional study sheets to prepare for final evaluations and assessments.</p>	<ul style="list-style-type: none"> <li>➤ Flexibility</li> <li>➤ Metabolic rate</li> <li>➤ Postural support and endurance</li> <li>➤ Muscular strength and endurance</li> </ul>		<p>activity affects emotional and social wellness</p> <ul style="list-style-type: none"> <li>• Skill Test</li> <li>• Final written exam</li> <li>• Make-up work</li> </ul>	
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CLIP Common Core Connection

**Assignments:**

4 Max outs

Students will have a Critical Writing assignment every day before the start of class.

Students are required to read (Winning Every Day, by Lou Holtz).

The weightlifting class was designed to provide each student with the knowledge ... to have your Body Minder Workout & Exercise Journal in class everyday.

**Research**

[James Grage's Rewired 9 -Week Fitness Trainer -Socializer Overview](#)

[Muscle Manifesto: 5 Principles Of The Lifting Life](#)

[Cory Gregory's Time Frame Training Workout](#)

[Ask The Fighter Diet Girl: Nordin's Hardest Workout, Favorite Supps, And Rep Range](#)

**Weight Lifting Glossary of Terms**

<b>AEROBIC EXERCISE</b>	Prolonged, moderate-intensity work that uses up oxygen at or below the level at which your cardiorespiratory (heart-lung) system can replenish oxygen in the working muscles. Aerobic literally means with oxygen, and it is the only type of exercise, which burns body fat to meet its energy needs. Bodybuilders engage in aerobic workouts to develop additional cardiorespiratory fitness, as well as to burn off excess body fat to achieve peak contest muscularity. Common aerobic activities include running, cycling, swimming, dancing, and walking. Depending on how vigorously you play them, most racquet sports can also be aerobic exercise.
<b>ANABOLIC DRUGS</b>	Also called anabolic steroids, these are artificial male hormones that aid in nitrogen retention and thereby add to a male bodybuilder's muscle mass and strength. These drugs are not without hazardous side effects, however, and they are legally available only through a physician's prescription. Steroids are available in most gyms via the black market, but it is very dangerous to use such unknown substances to increase muscle mass.
<b>ANAEROBIC EXERCISE</b>	Exercise of much higher intensity than aerobic work, which uses up oxygen more quickly than the body can replenish it in the working muscles. Anaerobic exercise eventually builds up a significant oxygen debt that forces an athlete to terminate the exercise session rather quickly. Anaerobic exercise (the kind of exercise to which bodybuilding training belongs) burns up glycogen (muscle sugar) to supply its energy needs. Fast sprinting is a typical anaerobic form of exercise.
<b>ANDROGENIC DRUGS</b>	Androgenics are drugs that simulate the effects of the male hormone testosterone in the human body. Androgens do build a degree of strength and muscle mass, but they also stimulate secondary sex characteristics such as increased body hair, a deepened voice, and high levels of aggression. Indeed, many bodybuilders and powerlifters take androgen to stimulate aggressiveness in the by resulting in more productive workouts.
<b>BALANCE</b>	A term referring to an even relationship of body proportions in a man's physique. Perfectly balanced physical proportions are in a much-sought-after trait among competitive bodybuilders.
<b>BARBELL</b>	Normally measuring between four and seven feet in length, a barbell is the most basic piece of weight-training and bodybuilding equipment. Indeed, you can train every major skeletal muscle group in your body using on a barbell. There are two major and types of barbells used for exercise in common use, adjustable sets (in which you can easily add or subtract plates by removing a detachable outside collar held in place on each side by a set screw) and fixed barbells (in which the plates are either welded or bolted permanently in place). Fixed weights are arranged in variety poundages on long racks in commercial bodybuilding gyms, the approximate poundage for each one painted or etched on the bar. Fixed weights relieve you of the problem of changing plates on your barbell for each new exercise. While fixed barbells and dumbbells are normally found in large commercial gyms, adjustable barbell and dumbbell sets are more frequently used at home.
<b>BASIC EXERCISE</b>	This is a bodybuiding exercise, which stresses the largest muscle groups of your body (e.g., the thighs, back, and/or chest), often in combination with smaller muscles. You will be able to use very heavy weights in basic exercises in order to build great muscle mass and physical power. Typical basic movements include squats, bench presses, and deadlifts.
<b>BENCHES</b>	A wide variety of exercise benches is available for use in doing barbell and dumbbell exercises either lying or seated on a bench. The most

## Weight Lifting Glossary of Terms

	common type of bench, a flat exercise bench, can be used for chest, shoulder, and arm movements. Incline and decline benches (which are angled at about 30-45 degrees) allow movements for the chest, shoulder, and arms.
<b>BIOMECHANICS</b>	The scientific study of body positions, or form, in sport. In bodybuilding, biomechanics studies body form when exercising with weights. When you have good biomechanics in a bodybuilding exercise, you will be safely placing maximum beneficial stress on your working muscles.
<b>BMR</b>	The basal metabolic rate is the speed at which your resting body burns calories to provide for its basic survival needs. You can elevate your BMR and more easily achieve lean body mass through consistent exercise, and particularly through aerobic workouts
<b>BODYBUILDING</b>	A type of weight training applied in conjunction with sound nutritional practices to alter the shape of one's body. In the context of this book, bodybuilding is a competitive sport nationally and internationally in both amateur and professional categories for men, women, and mixed pairs. However, a majority of individuals uses bodybuilding methods merely to lose excess body fat or build up a too thin part of the body.
<b>BURN</b>	This is a burning sensation that you feel in the muscle that you are training. This burn is caused by a rapid buildup of fatigue toxins in the muscle and is a good indication that you are optimally working a muscle group. The best bodybuilders consistently forge past the pain barrier erected by muscle burn and consequently build very massive, highly defined muscle.
<b>BURNS</b>	A training technique used to push a set past the normal failure point, and thereby to stimulate it to greater hypertrophy. Burns consist of short, quick, bouncy reps 4-6 inches in range of motion. Most bodybuilders do 8-12 burns at the end of a set that has already been taken to failure. They generate terrific burn in the muscles, hence the name of this techniq
<b>CARDIORESPIRATORY FITNESS</b>	This is the Physical fitness condition of the heart, circulatory system and lungs that is indicative of good aerobic fitness.
<b>CHEATING</b>	A method of pushing a muscle to keep working far past the point at which it would normally fail to continue contracting due to excessive fatigue buildup. In cheating you will use a self-administered body swing, jerk, or otherwise poor exercise form once you have reached the failure point to take some of the pressure off the muscles and allow them to continue a set for two or three repetitions past failure.
<b>CHINNING BAR</b>	A bar attached high on the wall or gym ceiling, on which you can do chins, hanging leg raises, and other movements for your upper body. A chinning bar is analogous to the high bar male gymnasts use in national and international competitions.
<b>CIRCUIT TRAINING</b>	A special form of bodybuilding through which you can simultaneously increase aerobic conditioning, muscle mass, and strength. In circuit training, you will plan a series of 10-20 exercises in a circuit around the gym. The exercises chosen should stress all parts of the body. These movements are performed with an absolute minimum of rest between exercises. Then at the end of a circuit, a rest interval of 2-5 minutes is taken before going through the circuit again. Three-five circuits would constitute a circuit-training program
<b>CLEAN</b>	This movement consists of raising a barbell or two dumbbells from the floor to your shoulders in one smooth motion to prepare for an overhead lift. To properly execute a clean movement, you must use the coordinated strength of your legs, back, shoulders, and arms.
<b>COLLAR</b>	A clamp is used to hold plates securely in place on a barbell or dumbbell bar. The cylindrical metal clamps are held in place on the bar by means of a set screw threaded through the collar and tightened securely against the bar. Inside collars keep plates from sliding inward and injuring your hands, while

**Weight Lifting Glossary of Terms**

	outside collars keep plates from sliding off the barbell in the middle of an exercise.
<b>CUT UP (OR CUT)</b>	A term used to denote a bodybuilder who has an extremely high degree of muscular definition due to a low degree of body fat.
<b>DEFINITION</b>	The absence of fat over clearly delineated muscular movement. Definition is often referred to as “muscularity,” and a highly defined bodybuilder has so little body fat that very fine grooves of muscularity called “striations” will be clearly visible over each major muscle group.
<b>DENSITY</b>	This is the hardness of the muscle, which is also related to muscular definition. A bodybuilder can be well defined and still have excess fat within each major muscle complex. However, when he has muscle density, even this intramuscular fat has been eliminated. A combination of muscle mass and muscle density is highly prized among all competitive bodybuilders.
<b>DIPPING BAR</b>	Parallel bars set high enough above the floor to allow you to do dips between them, leg raises for your abdominal, and a variety of other exercises. Some gyms have dipping bars, which are angled inward at one end; these can be used when changing your grip width on dips.
<b>DIURETICS</b>	Sometimes called “water pills,” these drugs and herbal preparations remove excess water from bodybuilder’s system just prior to a show. This reveals greater muscular detail. Harsh chemical diuretics can be quite harmful to your health, particularly if they are used on a chronic basis. Two of the side effects of excessive chemical diuretic use are muscle cramps and heart arrhythmias (irregular heart beats).
<b>DUMBBELL</b>	Essentially, a dumbbell is a short-handled barbell (usually 10-12 inches in length) intended primarily for use with one in each hand. Dumbbells are especially valuable when training the arms and shoulders, but can be used to build up almost any muscles.
<b>EXERCISE</b>	Movements such as (e.g., a seated pulley row, barbell curl, bench press, or seated calf raise, etc...) that you perform in your workouts.
<b>FAILURE</b>	That point in an exercise, which you have fully fatigued your working muscles. They can no longer complete an additional repetition of a movement with strict biomechanics. You should always take your post-warm-up sets at least to the point of momentary muscular failure, and frequently past that point.
<b>FLEXIBILITY</b>	A suppleness of joints, muscle masses, and connective tissues, which lets you, move your limbs over an exaggerated range of motion, a valuable quality in bodybuilding training, since it promotes optimum physical development. Flexibility can only be attained through systematic stretching training, which should form a cornerstone of your overall bodybuilding philosophy.
<b>FORCED REPS</b>	Forced reps are a frequently used method of extending a set past the point of failure to induce greater gains in muscle mass and quality. With forced reps, a training partner pulls upward on the bar just enough for you to grind out two or three reps past the failure threshold.
<b>FORM</b>	This is simply another word to indicate the biomechanics used during the performance of any bodybuilding or weight-training movement. Perfect form involves moving only the muscles specified in an exercise description, while moving the weight over the fullest possible range of motion.
<b>FREE WEIGHTS</b>	Equipment such as: Barbells, dumbbells, and related equipment. Serious bodybuilders use a combination of free weights and such exercise machines as those manufactured by Nautilus and Universal Gyms, but they primarily use free weights in their workouts

**Weight Lifting Glossary of Terms**

<b>GIANT SETS</b>	Performing a series of 4-6 exercises, done with little or no rest between each movements, and a rest interval of 3-4 minutes between each giant sets. You can perform giant sets for either two antagonistic muscle groups or a single body part.
<b>HYPERTROPHY</b>	This means increase in muscle mass and an improvement in relative muscular strength. Hypertrophy is induced by placing an “over-load” on the working muscles with various training techniques during a bodybuilding workout.
<b>INTENSITY</b>	The degree of effort that you put into each set of your workout. The more intensity you place on a working muscle, the more quickly it will increase in hypertrophy. The most basic methods of increasing intensity are to use heavier weights in good form in each exercise, do more reps with a set weight, or perform a consistent number of sets and reps with a particular weight in a movement, but progressively reducing the length of rest intervals between sets.
<b>ISOLATION EXERCISE</b>	In contrast to a basic exercise, an isolation movement stresses a single muscle group (or sometimes just part of a single muscle) in relative isolation from the remainder of the body. Isolation exercises are good for shaping and defining various muscle groups. For your thighs: squats would be a typical basic movement. While leg extensions would be the equivalent isolation exercise.
<b>JUICE</b>	A slang term for anabolic steroids, e.g., being “on the juice.”
<b>LIFTING BELT</b>	This is a leather belt 4-6 inches wide at the back that is fastened tightly around your waist when you do squats, heavy back work, and overhead pressing movements. A lifting belt adds stability to your midsection, preventing lower back and abdominal injuries.
<b>MASS</b>	The size of the entire physique, or the size of each muscle group, As long as you also have a high degree of muscularity and good balance of physical proportions, muscle mass is a highly prized quality among competitive bodybuilders.
<b>NUTRITION</b>	The applied science of eating to foster greater health, fitness, and muscular gains. Through correct application of nutritional practices, you can selectively add muscle mass to your physique, or totally strip away all body fat, revealing the hard-earned muscles lying beneath your skin.
<b>OVERLOAD</b>	The amount of weight that you force a muscle to use that is over and above its normal strength ability. Applying an overload to a muscle forces it to increase in hypertrophy
<b>PEAK</b>	The absolute zenith of competitive condition achieved by a bodybuilder. To peak out optimally for a bodybuilding show, you must intelligently combine bodybuilding training, aerobic workouts, diet, mental conditioning, tanning, and a large number of other preparatory factors.
<b>PLATES</b>	The flat discs placed on the ends of barbell and dumbbell bars to increase the weight of the apparatus. Although some plates are made from vinyl-covered concrete, the best and most durable plates are manufactured from metal.
<b>POWER LIFTING</b>	A second form of competitive weightlifting (not contested in the Olympics, however) featuring three lifts: The squat, bench press, and deadlift. Power lifting is contested both nationally and internationally in a wide variety of weight classes for both men and women.

## Weight Lifting Glossary of Terms

<b>PUMP</b>	The tight, blood-congested feeling in a muscle after it has been intensely trained. Muscle pump is caused by a rapid influx of blood into the muscles to remove fatigue toxins and replace supplies of fuel and oxygen. A good muscle pump indicates that you have optimally worked a muscle group.
<b>REPETITION (REP)</b>	Each individual count of an exercise that is performed. Series of repetitions called “sets” are performed on each exercise in your training program.
<b>RESISTANCE</b>	The actual amount of weight that you are using in any exercise.
<b>SET</b>	A grouping of repetitions that is followed by a rest interval and usually another set. Three to five sets are usually performed of each exercise.
<b>SPOTTERS</b>	Training partners who stand by to act as safety helpers when you perform such heavy exercises as squats and bench presses. If you are stuck under and weight or begin to lose control of it, spotters can rescue you and prevent needless injuries.
<b>STEROIDS</b>	Prescription drugs which mimic male hormones, but without most of the androgenic side effects of actual testosterone. Many bodybuilders use these drugs to help increase muscle mass and strength.
<b>STRETCHING</b>	A type of exercise program in which you assume exaggerated postures that stretch muscles, joints, and connective tissues, hold these positions for several seconds, relax and then repeat the postures. Regular stretching exercise promotes body flexibility.
<b>TESTOSTERONE</b>	The male hormone primarily responsible for the maintenance of muscle mass and strength induced by heavy training. Testosterone is secondarily responsible for developing such secondary male sex characteristics as a deep voice, body hair, and male pattern baldness.
<b>TRISSETS</b>	Series of three exercises performed with no rest between movements and a normal rest interval between trisets. Trisets increase training intensity by reducing the average length of rest interval between sets.
<b>WEIGHT TRAINING</b>	An umbrella term used to categorize all acts of using resistance training. Weight training can be used to improve the body, rehabilitate injuries, improve sports conditioning, or as a competitive activity in terms of bodybuilding weightlifting.
<b>WORKOUT</b>	A bodybuilding or weight-training session.

TAKEN FROM: <http://www.weight-training-exercises.com/stretch-exercises.html>