

# Curriculum Outline



**Campbell High School**

Character – Courage – Respect – Responsibility

Course & Level: **Strength Training**

Department: **Physical Education and Health**

Teacher: **Shannon Szepan**

Grade level: **10, 11, and 12**

## Description of Course:

Strength Training is designed to fit the individual needs of each student. It is a mid-high impact course that will focus on helping students' train for specific activities through strength training. The class will use a variety of training methods including stability and medicine ball training, resistance bands, and free weights. The class targets students that are active and athletic.

## School – Wide Expectations:

### Academic:

1. Exhibit critical thinking and problem solving skills
2. Read write and speak affectively
3. Use resources to obtain information and facilitate learning

### Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

## Core Competencies:

**Content:** By the end of the semester, students will be able to understand, assess, and develop a plan for improving/maintaining their current level of fitness.

- a. **NASPE 3, NH Curriculum Guideline 1:** Engages in a physically active lifestyle
- b. **NASPE 4, NH Curriculum Guideline 2:** Achieves and maintains a health enhancing level of physical fitness.
- c. **NASPE 1, NH Curriculum Guideline 3:** Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.
- d. **NASPE 2, NH Curriculum Guideline 4:** Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities.
- e. **NASPE 6, NH Curriculum Guideline 5:** Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction.

**Content:** By the end of the semester, students will be able to differentiate and demonstrate proper weight training activities for each of the major muscle groups in the body.

- a. **NASPE 1, NH Curriculum Guideline 3:** Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.
- b. **NASPE 2, NH Curriculum Guideline 4:** Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities.

**Safety and Cooperation:** By the end of the semester, students will be able to recognized and apply proper safety techniques to ensure a positive and safe learning environment.

- a. **NASPE 6, NH Curriculum Guideline 5:** Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction.
- b. **NASPE 5, NH Curriculum Guideline 6:** Exhibits responsible personal and social behavior that respects self and others in physical activity

**Suggested Texts and Media (Software, A/V, etc.):**

1. **Textbook** – Weight Training: Steps to Success, Thomas Baechle and Barney Groves.
2. **Videos** – Properly Executing Olympic Lifts, Functional Training, Speed/Agility Ladder Footwork Drills, Torso Training, Strength Training For Performance Enhancement, Stability Ball Training, Dumbbell Training, and Band and Pulley Training.

**Suggested Instructional Strategies:**

**1. Lecture and Demonstration-** The use of proper demonstration of skills and cue words guides the students in learning the correct techniques for successful participation in class. For example, when discussing the Olympic lift the teacher follows the whole part whole demonstration technique method. This technique starts off as demonstration of the skill then cue words, and then a combination of both. (Demonstration-cue words: stabilize, position shoulder to arms, breathe, lift, return -demonstration with cue words. This brings the skill at an easier level for the students to feel successful.

**2. Project** – Students will gain a broader understanding of a specific training techniques and muscle development geared towards a specific goal. Students not only conduct research but are also required to develop a well-rounded muscular workout routine.

**3. Feedback-** Teacher during class time uses the sandwich method of giving positive and corrective feedback on students skill, to develop confidence and correct any mistakes students may be experiencing, leaving them with techniques to improve on in a productive manner.

**Suggested Assessment Strategies:**

**1. Quiz/Test-** 50 % multiple choice, true/false, or matching and 50% open response,

**2. Project rubric-** Contains both performance criteria and journaling criteria, see attached fitness plan

**3. Self Evaluations-** This allows students to assess themselves on participation, self-control, and helping others during class time,

**4. Peer Observation-** Students observe and assess each other on proper skill technique

**5. Teacher Observation-** Teacher watches and observes students during class to make sure students are performing skills correctly and staying on task. Also teacher will provide positive and corrective feedback