

**Physical Education
Unit 9: Weight Training**

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will learn to improve all aspects of physical performance.
Essential Questions	<ul style="list-style-type: none"> ▪ How do you properly put away free weight on the weight trees? ▪ How do you efficiently sanitize weight room equipment? ▪ How do you spot your lifting partner correctly?
Essential Knowledge	<ul style="list-style-type: none"> ▪ A repetition is when you complete one full range of motion for a particular exercise. ▪ A set is when you complete any given number of repetitions in a row without stopping. ▪ Strength is when you complete sets performing lower repetitions with more resistance. ▪ Endurance is when you complete sets performing higher repetitions with less resistance. ▪ For strength training, each muscle group should only be trained a maximum of twice per week. With muscle endurance, muscle can be trained 3-4 times per week. ▪ Proper warm-up is raising your heart rate for a few minutes followed by light stretching. ▪ Proper lifting form is controlling the weight to be lifted throughout a full range of motion. ▪ Rules of the weight room: <ol style="list-style-type: none"> 1. No running or horseplay in the weight room 2. All weights are to be put away after use 3. All equipment needs to be sanitized after each use 4. All participants need to use spotter when using free weights 5. Know when participants are actively lifting weights
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ warm-up, cool down, repetitions, sets, resistance, muscular endurance, muscular strength, training heart rate, resting heart rate, core training
Essential Skills	<ul style="list-style-type: none"> ▪ Demonstrate proper lifting technique.

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<p align="center">Related Maine Learning Results</p>	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G2.Movement Skills Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.</p> <p>G3.Skill-Related Fitness Components Students explain the relationship of skill-related fitness components to specialized movement skills.</p> <p>G4.Skill Improvement Students design appropriate practice sessions, utilizing fundamental movement skills to improve performance.</p> <p>H. Physical Fitness Activities and Knowledge</p> <p>H3.Fitness Activity Students select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.</p> <p>H4.Physical Activity Benefits Students explain the interrelationships of physiological responses and physical, mental/emotional, and social benefits related to regular participation in physical activity.</p> <p>I. Personal and Social Skills and Knowledge</p> <p>I1.Cooperative Skills Students demonstrate collaborative skills while participating in skill activities.</p> <p>a. Accept constructive feedback. b. Give constructive feedback. c. Include peers respectfully in activities.</p> <p>I2.Responsible Behavior Students demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>I3.Safety Rules and Rules of Play Students predict how etiquette/rules improve games/activities.</p> <p>a. Explain how etiquette/rules contribute to productive participation.</p>
<p align="center">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Circuit training: Student will move to a new circuit station every couple of minutes to complete a workout. Student will learn how to keep records on self at each of the various stations.
<p align="center">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Demonstrate proper lifting techniques

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Sample Resources	<ul style="list-style-type: none">▪ <u>Other Resources:</u><ul style="list-style-type: none">○ United States Physical Fitness Council
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approved fall 2013