

Weight Training Syllabus and Class Expectations 2012-2013

Instructor: Mr. David Goethals

**Course Number
PHY229-PHY230
PHY305-PHY306**

Auburn School District Mission Statement

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and life-long learners.

Engage>Educate>Empower

Weight Training Syllabus Outline

- I. Course Syllabus, Expectations & Beliefs**
- II. Weight Training Goals and Objectives**
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Weight Training

Course Syllabus, Expectations & Beliefs

Auburn School District Beliefs

The district improvement plan establishes belief statements that declare the commitment of Auburn stakeholders to improve learning for each student and to narrow the achievement gaps within the district. The beliefs developed by the improvement committee parallel the principles embedded in the Nine Characteristics of High Performing Schools.

Respect – Responsible - Relationship

Where personalized learning reaches every R.A.V.E.N.

R=Respectful, contributing citizens

A= Accountable to themselves and to others

V= Valued critical thinkers

E= Effective at communicating

N= Navigators of life’s challenges and opportunities

Auburn School District Beliefs

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I. Weight Trainings Team Philosophy

- We believe in mutual respect between all people. (**Respect All!**)
- We believe in student accountability.
- We believe in high expectations and a high level of success.
- We believe in working together to achieve a common goal: teamwork.
- We believe in a **Drug Free** classroom.
- We believe in open lines of communication, trust and honesty.
- We believe that **ATTITUDE** is everything!
- We believe that student will take personal responsibility for their actions.
- We believe that student will take responsibility to attend school every day.

Behavioral Expectations

The Students will:

- ▶ treat the teacher with respect
- ▶ give their best effort
- ▶ participate
- ▶ have a positive attitude
- ▶ ask questions
- ▶ cooperate
- ▶ respect all students
- ▶ take personal responsibility
- ▶ be on time to class
- ▶ remain on task

The Teacher will:

- ▶ treat students with respect
- ▶ provide support and encouragement
- ▶ explain clearly
- ▶ be patient
- ▶ support each student
- ▶ listen to students and help
- ▶ be honest
- ▶ encourage students
- ▶ provide well structured lessons
- ▶ provide clear boundaries

Classroom Expectations

Each student is expected to dress out in appropriate P.E. gear and be in class in their assigned roll location by within 5 minutes after the tardy bell has rung. Appropriate P.E. gear consists of shorts, shirt, socks and tennis shoes.

Each student will sign-in on the roll sheet and start their flexibility exercises within 5 minutes of the tardy bell.

Students need to notify instructor about physical ailments, injury or sickness before roll is taken before class starts.

Each student will participate in all warm-up and stretching activities at the beginning of each class.

Each student will participate in all pre and post physical testing unless arrangements have been made with the instructor.

Each student will be responsible for his/her own weight training file folder. Files will be required to be brought to class each day.

There will be days when we will be running on the track. Please bring the appropriate clothing in case of rain.

All students will treat others in this class with respect at all times.

All safety rules and regulations will be followed without exception.

All students are responsible for cleaning up and returning weights and equipment at their station to their proper location before being dismissed from the weight room.

Each student is responsible for making up work missed for excused absences. Proper procedure to make up work is to provide the appropriate paperwork to show excused absence to instructor and ask for work and/or record sheets and assignments. It is the student's responsibility to acquire any notes on lectures and/or conditioning information from other students. Worksheets may be obtained from the instructor. Students have one day for each excused absence to make up the missed work.

II. Weight Training Goals and Objectives

Goal: To develop a working knowledge of essential concepts, techniques, safety rules, practices and principles of weight training.

Objectives:

1. To provide each student the opportunity to master the basic techniques of weight training of large muscle groups with proper balance, spotting, breathing, lifting and safety techniques. Each student will perform for the instructor proper techniques of weight training lifts for squats, cleans, step-ups, bench and all machine, dumbbell and body weight exercises.
2. Each student will participate in pre and post testing of the following: percentage of body fat; body weight to weight lifted ratio for bench, squat, cleans, hamstring and quads; VO₂ (volume of Oxygen); muscle balance workout; conditioning evaluation exam; heart recovery workout; oxidative exam; vertical jump; flexibility; tonnage tests.
3. Each student will outline the weight room and label each machine and rack with the correct name and major muscle or muscle group the machine works.
4. Each student will outline and discuss the correct method of adjusting weights for Heavy (ATP), medium (LAO₂) and light (O₂) workouts by matching the correct RM (repetitions max) percentage with the correct set, repetitions, weight, percentage RM, and rest.
5. Each student will complete all ten pre-post test worksheets and list improvements and discuss the percentage and benefits of the improvements for each physical test.
6. Each student will display respect and encouragement for all participants and the instructor while developing a sound work ethic and completing each workout in a safe and positive nurturing environment.
7. Each student will list, define and discuss the overload principle on the final exam.
8. Each student will discuss the Essential Academic Learning Requirements in Fitness.
9. Each student is **required** to wear Auburn School District #408 physical education uniform in each Auburn Riverside High School physical education class. Proper Auburn Riverside uniform includes the official ARHS shirts, shorts, socks, tennis shoes and appropriate undergarments. The uniform shirt will have the last name printed in black ink on the front in the block provided. Shirts and shorts are purchased through the cashiers office.
10. Each student will complete the weekly weight training packet and record all scores in their weight training folder. Students are responsible for all recorded information in the file folder.
11. Students will have a working knowledge of Physical Education class room based assessments (CBA's). Each student will complete the CBA's for weight training including all assignments, tests, activities, evaluation and goal setting worksheets.

III. Essential Academic Learning Requirements for Health and Fitness:

An understanding of good health and fitness concepts and practices is essential for all students. Businesses have already begun to realize the extent to which poor health practices can undermine an employee's effectiveness and ability to succeed. The same is true of students. Teaching students good health and safety principles can lead to a lifetime of healthy practices, resulting in more productive, active and successful lives. The Essential Academic Learning Requirements in health and fitness establish the concepts and skills necessary for safe and healthy living, and in turn, for successful living. The following objectives are incorporated in this Weight Training course.

Objective 1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition. To meet this standard, the student will:

- 1.1 Develop the fundamental physical skills and progress to complex movement activities as physically able.
- 1.2 Incorporate rules and safety procedures into physical activities.
- 1.3 Understand the concepts of physical fitness and develop and monitor progress on physical fitness goals.
- 1.4 Understand nutrition and food nutrients and how they affect physical performance and the body.

Objective 2. The student acquires the knowledge and skills necessary to maintain a healthy life; recognize patterns of growth and development, reduce health risks, and live safely. To meet this standard, the student will:

- 2.1 Recognize patterns of growth and development; develop an understanding of how various parts, organs and systems of the human body work together and how heredity and environmental factors may influence growth and development; understand changes that accompany maturity and the transition from adolescence to adulthood.
- 2.2 Understand the transmission and control of communicable and non-communicable diseases.
- 2.3 Acquire skills to live safely; anticipate risky situations and demonstrate skills to promote safety and to assist in emergency situations at school, at home, and in the community; evaluate strategies and develop a plan to manage stress constructively and lawfully; identify situations and decisions related to drug use.

Objective 3. The student analyzes and evaluates the impact of real-life influences on health. To meet this standard, the student will:

- 3.1 Understand how environmental factors affect one's health.
- 3.2 Gather and analyze health information; make informed choices about health services and products.
- 3.3 Use social skills to protect health and safety in a variety of situations.
- 3.4 Understand how emotions influence decision making; develop strategies to avoid or minimize risky situations.

Objective 4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. To meet this standard, the student will:

- 4.1 Assess needs and resources
- 4.2 Develop a health and fitness plan and a monitoring system that is consistent with life goals for work and leisure.

IV. National Standards for Physical Education

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. “I can move correctly.”

- 1.1 Develop movement and conditioning concepts as developmentally appropriate.
 - 1.1.1 Evaluates complex motor skills and movement concepts to activities to enhance a physically active life.
- 1.2 Demonstrates and applies complex motor skills and movement concepts to weight training and conditioning.

Standard 2: demonstrates understanding of movement concept, principles, strategies, and tactics as they apply to the learning and performance and physical activities. “I can train me and I can train others.”

- 1.2 Demonstrates knowledge and skills to safely participate in activity.
 - 1.2.1 Analyzes and compares the risk levels and safety issues of exercises.
 - 1.2.2 Analyzes the importance of fitness in the work environment.
 - 1.2.3 Applies and demonstrates rules and safety while participating in physical activity.
 - 1.2.4 Integrates biomechanical principles and assesses performance.
 - 1.2.5 Understands and applies the components of skill related fitness.

Standard 3: Participates regularly in physical activity. “I participate regularly.”

- 1.3 Understand the component of health related fitness and interprets information from feedback, evaluation and self-assessment in order to improve performance.
 - 1.3.1 Evaluate, monitor and execute a personal fitness plan.

Standard 4: Achieves and maintains a health enhancing level of physical fitness. “I am fit.”

- 1.3 Understands assessment to evaluate and improve personal performance.
 - 1.3.1 Understand and implement FITT principle.
 - 1.3.2 Compare and monitor your progress according to fitness standards.
 - 1.3.3 Interprets information from feedback, evaluation and self –assessment in order to improve performance.
- 1.4 Understands the components of skill-related fitness and interprets information from feedback, monitor and execute a personal fitness plan.
 - 1.4.1 Analyzes daily health and fitness habits.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. “I can play fairly.”

- 1.5.1 Evaluates the relationship of nutrition planning to physical performance and body composition.
- 1.5.2 Evaluates how nutritional requirements change.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction. “I value PE, fitness and health.”

- 1.2.2 Demonstrates appropriate modification to personal physical strategies, teamwork, and sportsmanship to engage all students.

V. Weight Training Outline

Weeks 1-8 Hypertrophy and Basic Weight Training Program

- A. Introduction to weight training safety procedures
- B. Introduction to basic free weight lifts
- C. Development of safe lifting techniques
- D. Proper spotting techniques
- E. Mastery of correct breathing technique
- F. Introduction to circuit training
- G. Basic working knowledge of Wellness Model
- H. Participation in pre-testing
- I. Principles of weight training programs
- J. Basic working knowledge of three energy systems
- K. Working knowledge of muscle names
- L. Introduction to hypertrophy workout
- M. Mastery of the four physiological areas of a sound conditioning program

Weeks 9-14 Strength Cycle and Conditioning

- A. Develop a working knowledge of periodization of weight training
- B. Develop a working knowledge of free weight lifting program with emphasis on safety, spotting, lift form and adjustments of sets, reps, %RM (rep max), and rest
- C. Master safe and proper lifting techniques for squat, bench and cleans

Weeks 15-18 Power Cycle and High Intensity Interval Training (HIIT)

- A. Working knowledge of power phase of weight training periodization
- B. Participate in HIIT (High Intensity Interval Training)
- C. Basic knowledge of adjusting workouts from strength to Power

Week 19 Written and Physical Post-Testing

- A. Participation in post-testing
- B. 100,000/50,000 pound lifted Final Exam
- C. Assessment of personal strength and conditioning improvements
- D. Documentation of daily worksheets and weight training file folder
- E. Written documentation of all test scores recorded in student file folder

VI. Grading and Testing Requirements

Grades and Attendance

% Scale	Standards Based Grading for Projects
100- 95	5 Points - Distinguished
94 - 85	4 Point - Proficient
84 - 70	3 Points – Meets Standard
69 - 60	2 Points - Basic
59 - 0	1 Points - Unsatisfactory

Grades are based on total points accumulated for meeting standards during the 90 class days of the semester.

Required Testing

Each student will complete 42 tests with a score of basic or better by the end of the semester.

# of Test	Test
1	Body Measurement Pre-Test
2	Body Measurement Post-Test
3	Cardiovascular Tests Pre-Tests
4	Body Exercise 15 Second Test
5	Body Exercise 60 Second Test
6	Body Exercise 3 Minute Test
7	Repetition Max 10RM Pre-Post
8	Repetition Max 6RM Pre-Post
9	Repetition Max 3RM Pre-Post
10	Repetition Max 1RM Pre-Post
11	Pacer “Beep Test” #1
12	Pacer “Beep Test” #2
13	Pacer “Beep Test” #3
14	Pacer “Beep Test” #4
15	VO2 (Volume of Oxygen) Measurement
16	VO2 Test Score
17	Basic O2 Exercise 15 Second Pre-Test
18	Basic O2 Exercise 30 Second Test
19	O2 (Oxygen) Vertical Countdown Test
20	ATP Count Down Test
21	ATP Exercise Count Down Test
22	Tonnage 10RM Mid-Term Exam (3 Sets)
23	Tonnage 6Rm Exam
24	Final Tonnage Exam (10/6/3/1/6RM-5 Sets)
25	Ladder Footwork & Agility Test
26	Horizontal Exam
27	Mat Horizontal Exam

28	LAO2 Conditioning Exercise Countdown
29	Conditioning Evaluation Exam (CEE)
30	West Point Physical Aptitude Examination
31	Series 60 Upper Body Pre-Test
32	Series 60 Upper Body Post-Test
33	Series 60 Lower Body Pre-Test
34	Series 60 Lower Body Post-Test
35	US Military Physical Fitness Exam
36	Marine Corps Physical Fitness Test
37	Weight Training Packet Weeks 3-4
38	Weight Training Packet Weeks 5-9
39	Weight Training Packet Weeks 10-16
40	Weight Training Packet Weeks 17-20
41	Cardiovascular Tests 2000 m, 1600 m, 800 m, 400 m, 200m
42	Tonnage Final Exam

VII. “Zackery Lystedt Law”

Medical Conditions “Zackery Lystedt Law”

Any student suspected of suffering a concussion should be removed from the weight training class immediately. No student may return to activity after and apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. The new “Zackery Lystedt Law” in Washington now requires the consistent and uniform implementation of long and well-established return to play concussion guidelines that have been recommended for several years:

“A youth student athlete who is suspected of sustaining a concussion or head injury in a practice, class or game shall be removed from competition or class at that time.”

And

“A student may not return to play or class until the student is evaluated by a licensed health care provider trained in the evaluation and management of concussion and received written clearance to return to class from that health care provider.”

For current and up-to-date information on concussions you can go to:

<http://www.cdc.gov/ConcussionInYouthSport/>

Name: _____ **Syllabus Signature Sheet**

Period: _____ **Date:** _____ **Class:** B/A

Instructions: Read the entire Weight Training Syllabus and sign this sheet in the appropriate area. ***This sheet must be turned in before you can begin earning points in this class.***

I have read and agree to do my best in completing all required assignments and will meet all the classroom expectations. I know that my teacher will work with me to ensure solutions for my success in this class.

I want to achieve a minimum of three goals in this class, listed below:

- 1.
- 2.
- 3.

Student Name _____ Signature _____

(print name)

Class Period _____ Date _____

Parent agreement: I have read and reviewed required assignments and will support my student in all required assignments and will communicate with the teacher on any physical injuries or sickness that may affect the weight training course. I agree to support my student and the teacher in order to maintain a positive, nurturing, learning classroom environment. I have read the **“Zackery Lystedt Law” on page 9 of the Weight Training Syllabus and understand “A student may not return to play or class until the student is evaluated by a licensed health care provider trained in the evaluation and management of concussion and received written clearance to return to class from that health care provider.”**

Parent name _____ Signature _____ Date _____

(print name)

Parent phone number during school hours: _____

Teacher statement: I will do my best to meet the expectations of my students and to create and maintain a safe, positive, nurturing learning environment.

Teacher name: David R. Goethals Teacher signature: David R. Goethals