

Lower Cape May Regional Weight Room Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District Weight Room Curriculum	
Content Area: Weight Room	
Course Title: 9-12 Grade Health	Grade level: 9-12
Unit 1: Safety and Core Lifts	Dates for Units 2 weeks
Unit 2: Core Lifts and Push Lifts	Dates for Units 7 weeks
Unit 3: Core Lifts Push Lifts Pull Lifts and Testing	Dates for Units 7 weeks
Unit 4:	Dates for Unit
Date Created: July 2019	Board Approved On: 9/26/19

Lower Cape May Regional School District Weight Room Curriculum Unit 1 Overview
Content Area: 9-12 Weight Room
Unit Title: Weight Room
Target Course/Grade Level: 9-12
<p>Unit Summary</p> <p>Students will be introduced to the concepts of weight room safety and the proper forms of the core lift.</p> <ol style="list-style-type: none"> 1. Writing Activities <ol style="list-style-type: none"> A. Safety Quiz B. Daily Journal 2. Physical Activities

- A. Bench Press**
- B. Incline Bench Press**
- C. Dead Lift**
- D. Squat**

3. Discussion Topics

- A. Introduction to the Bench Press.**
- B. Introduction to the Incline Bench Press.**
- C. Introduction to the Dead Lift.**
- D. Introduction to the Squat.**
- E. Overall weight room safety procedures.**

4. Test

- A. Proper lifting form skill test.**
- B. Proper Spotting and Assisting techniques.**

5. Demonstrations

- A. Teacher demonstration**
- B. Student demonstration**
- C. Partner Lifts**
- D. Spotting**

6 Adaptations for Special needs

- A. Partner lifts**
- B. Modified Lifts**
- C. Differentiated grading**

Interdisciplinary Connection

English. Students will complete writing assignments and daily journals.

Math. Students will add various weights and figure out percentages.

Anatomy. Students will be required to learn target muscle groups.

English RH. 11/12.3, RH 11/12.1

Math G.CO. A1, G.CO.B6

Anatomy 5-PS2-1.

21st Century Themes, Skills, and Standards

1. www.TrainHeroic.com
2. Television and chrome book broadcasting
3. Students will learn the lifelong benefits of weight training and how to properly lift and support one another.
4. Students will learn the benefits of a healthy lifestyle and how to eliminate muscle atrophy

Learning Targets

2.5.12A	Explain and demonstrate ways to apply movement skills from one skill to another.
2.6.12.A.2	Design, implement and evaluate a fitness plan that reflects knowledge and fitness and application of fitness training principles.
2.6.12A1	Compare the short and long term impact on wellness associated with physical inactivity.

Unit Enduring Questions

1. Students will learn the lifelong benefits of weight training and how to properly lift and support one another.
2. Students will learn the benefits of a

Unit Enduring Understandings

1. Students will understand how to prevent injury and promote wellness
2. Students will understand the benefits of lifelong fitness.

<p>healthy lifestyle and how to eliminate muscle atrophy.</p> <p>3. Students will be able to create a structured workout</p>	<p>3. Students will learn to create workouts to rebuild or rehab muscles.</p>
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● That what they eat will influence how they feel. ● That exercise can reduce health risks (such as diabetes) and reduce stress levels and maintain fitness. ● That taking risks such as poor lifting technique and spotting can lead to injuries. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Analyze the contents of the foods they eat and understand how it affects how they feel. ● Know the benefits of regular exercise on the body and mind. ● Understand that how you deal with risk factors can affect your safety and future health.

<p>Lower Cape May Regional School District Weight Room Curriculum Unit 2 Overview</p>
<p>Content Area: 9-12 Grade Weight Room</p>
<p>Unit Title: Core Lifts, Push Lifts, and Pull Lifts</p>
<p>Target Course/Grade Level: 9-12</p>
<p>Unit Summary: Students will learn the difference between push and pull lifts while performing their core lifts.</p> <p>Writing Activities</p> <ul style="list-style-type: none"> A. Safety Quiz B. Daily Journal <p>2. Physical Activities</p> <ul style="list-style-type: none"> A. Bench Press

- B. Dead Lift**
- C. Squats**
- D. Curls**
- E. Pulldowns**
- F. Push ups**
- G. Flys**
- H. Tricep Ext.**
- I. Box Jumps**
- J. Front and Lateral Raise**

3. Discussion Topics

- F. Introduction to Push Lifts.**
- G. Introduction to Pull Lifts.**
- H. Repeat the Core Lifts.**
- I. Overall weight room safety procedures.**

4. Test

- C. Proper lifting form skill test.**
- D. Proper Spotting and Assisting techniques.**

5. Demonstrations

- E. Teacher demonstration**
- F. Student demonstration**
- G. Partner Lifts**
- H. Spotting**

6 Adaptations for Special needs

- D. Partner lifts**
- E. Modified Lifts**
- F. Differentiated grading**

Interdisciplinary Connections

English. Students will complete writing assignments and daily journals.

Math. Students will add various weights and figure out percentages.

Anatomy. Students will be required to learn target muscle groups.

English RH. 11/12.3, RH 11/12.1
Math G.CO. A1, G.CO.B6
Anatomy 5-PS2-1.

21st Century Themes, Skills, and Standards:

1. www.TrainHeroic.com
2. Television and chrome book broadcasting
3. Students will learn the lifelong benefits of weight training and how to properly lift and support one another.
4. Students will learn the benefits of a healthy lifestyle and how to eliminate muscle atrophy.

Learning Targets

2.6.12.A.2

Design, implement and evaluate a fitness plan that reflects knowledge and application of fitness training.

2.5.12.B.2

Apply a variety of mental strategies to improve performance.

Unit Enduring Questions:

- Students will learn the lifelong benefits of weight training and how to properly lift and support one another.
- Students will learn the benefits of a healthy lifestyle and how to eliminate muscle atrophy.
- Students will be able to create a structured workout

Unit Enduring Understandings

- Students will understand how to prevent injury and promote wellness
- Students will understand the benefits of lifelong fitness.
- Students will learn to create workouts to rebuild or rehab muscles.

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● That what they eat will influence how they feel. ● That exercise can reduce health risks (such as diabetes) and reduce stress levels and maintain fitness. ● That taking risks such as poor lifting technique and spotting can lead to injuries. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Analyze the contents of the foods they eat and understand how it affects how they feel. ● Know the benefits of regular exercise on the body and mind. ● Understand that how you deal with risk factors can affect your safety and future health.
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<p>Lower Cape May Regional School District Weight Room Curriculum Unit 3 Overview</p>
<p>Content Area: 9-12</p>
<p>Unit Title: Core, Push, Pull lifts and Testing</p>
<p>Target Course/Grade Level: 9-12</p>
<p>Unit Summary:</p> <p>Students will continue to demonstrate and test out of the core, push, and pull lifts. They will be required to lift daily and understand the physical benefits of weight training.</p> <ol style="list-style-type: none"> 1. Writing Activities <ul style="list-style-type: none"> *Safety Quiz *Daily Journal 2. Physical Activities <ul style="list-style-type: none"> *Bench Press *Dead Lift

- *Squats**
- *Curls**
- *Pulldowns**
- *Push ups**
- *Flys**
- *Tricep Ext.**
- *Box Jumps**
- *Front and Lateral Raise**

3. Discussion Topics

- *Introduction to Push Lifts.**
- *Introduction to Pull Lifts.**
- *Repeat the Core Lifts.**
- *Overall weight room safety procedures.**

4. Test

- *Proper lifting form skill test.**
- *Proper Spotting and Assisting techniques.**

5. Demonstrations

- *Teacher demonstration**
- *Student demonstration**
- *Partner Lifts**
- *Spotting**

6 Adaptations for Special needs

- *Partner lifts**
- *Modified Lifts**
- *Differentiated grading**

Interdisciplinary Connections

English. Students will complete writing assignments and daily journals.

Math. Students will add various weights and figure out percentages.

Anatomy. Students will be required to learn target muscle groups.

English RH. 11/12.3, RH 11/12.1
Math G.CO. A1, G.CO.B6
Anatomy 5-PS2-1.

21st Century Themes, Skills, and Standards:

1. www.TrainHeroic.com
2. Television and chrome book broadcasting
3. Students will learn the lifelong benefits of weight training and how to properly lift and support one another.
4. Students will learn the benefits of a healthy lifestyle and how to eliminate muscle atrophy.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
2.6.12.A.2	Design and implement a fitness program that reflects knowledge.
2.6.12A.1	Compare and contrast short and long term fitness.
2.6.12.A.4	Compare and contrast the impact of health related fitness components as a measure of fitness and health.

Unit Enduring Questions:

- Students will learn the lifelong benefits of weight training and how to properly lift and support one another.
- Students will learn the benefits of a healthy lifestyle and how to eliminate muscle atrophy.
- Students will be able to create a structured workout.

Unit Enduring Understandings

- Students will understand how to prevent injury and promote wellness
- Students will understand the benefits of lifelong fitness.
- Students will learn to create workouts to rebuild or rehab muscles.

<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● That what they eat will influence how they feel. ● That exercise can reduce health risks (such as diabetes) and reduce stress levels and maintain fitness. ● That taking risks such as poor lifting technique and spotting can lead to injuries. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Analyze the contents of the foods they eat and understand how it affects how they feel. ● Know the benefits of regular exercise on the body and mind. ● Understand that how you deal with risk factors can affect your safety and future health
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<p>Lower Cape May Regional School District Weight Room Curriculum Unit 4 Overview</p>
<p>Content Area: 9th grade Health</p>
<p>Unit Title: Substance Abuse</p>
<p>Target Course/Grade Level: 9th grade</p>
<p>Unit Summary: Students will learn about substance abuse. They will also learn how an individual's drug abuse can affect friends and family and become a public health problem for society at large.</p> <ol style="list-style-type: none"> 1. Writing Assignments <ol style="list-style-type: none"> a. Personal Inventory-Smoking and Tobacco b. Effects of Smoking and Tobacco Journal c. Teenagers and Alcohol Journal d. Alcohol and its ripple effect. 2. Discussion <ol style="list-style-type: none"> a. Commonly abused drugs b. Views on Vaping c. Attitudes Toward Alcohol d. Smoking and Tobacco
<p>Interdisciplinary Connections: Students will incorporate science by learning how the use of drugs harms the body as a whole. Also, how it is becoming a public health crisis in society.</p> <p>English</p>

All written assignments
Psychology
Influences behind addiction
Peer Pressure

English
RL.9-10.1
RL.9-10.2
W.9-10.1
W.9-10.2
SL.9-10.1
SL.9-10.2
Psychology
9.1.8.A.4
9.1.12.A.1
9.1.12.B.2
9.1.12.B.3

21st Century Themes, Skills, and Standards:

- www.cdc.org
- There are immediate and long term consequences of risky behavior associated with substance abuse.
- 2.3.12.B.3 Correlate increased alcohol use with challenges that may occur at various life stages.
- Healthy students are learners who are knowledgeable, productive and emotionally healthy. They take personal responsibility for one’s own health through an active healthy lifestyle.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.
2.3.12.B.3	Correlate increased alcohol use with the challenges that may occur at various life stages.
2.3.12.B.5	Relate injected drug use to the incidence of a disease such as HIV/AIDS and hepatitis.
2.3.12..C.1	Correlate duration of drug use to the incidence of drug related injury, illness, and death.

2.3.12.C.3	Analyze the social impact of substance abuse on the individual, family, and community.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How will the use of drugs and alcohol affect someone's future? ● How will the use of drugs and alcohol affect someone's body, immediately and in the future? ● How will the abuse of drugs and alcohol impact the family along with society? ● How does the abuse of drugs and alcohol correlate with the odds of getting an STD? 	<p>Unit Enduring Understandings:</p> <p>*Students will be able to understand the short/long term effects of substance abuse</p> <ul style="list-style-type: none"> ● Students will be able to understand how substance abuse affects decision making ● Students will be able to understand the effects of substance abuse on family and friends
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● How to identify drug and alcohol abuse. ● How different drugs and alcohol affect the body ● How to avoid potential dangerous situations involving substance abuse 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● Students will be able to know how different drugs affect the body in different ways. ● Students will be able to avoid potentially dangerous situations involving drugs and alcohol. ● Student will know the risk associated with drugs and alcohol.

<p>Lower Cape May Regional School District Weight Room Curriculum Evidence of Learning</p>	
<p>Specific Formative Assessments Utilized in Daily Lessons:</p> <ul style="list-style-type: none"> ● List examples of specific formative assessments to be utilized daily to gauge student comprehension and drive instruction here. Discussions, group projects, quizzes, tests, worksheets, games (ie. jeopardy, six corners). ● On-line assessment: Word Mint 	
<p>Summative Assessment Utilized throughout Units: *Unit Tests or Projects</p>	

Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum.

Project-based Learning Tasks:

- STD Project
- Baby Think It Over

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- Technology: www.cdc.gov, Teen Health and Wellness database, TeensHealth, Medline Plus STD page and TeenSource STD 101

Technology:

- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
- Students use their chromebooks to access a variety of websites and photos to be used in papers and presentations.
- Students use websites, calculators and a Body Mass Index machine to determine body fat percentages.

Resources:

- Ancillary resources and materials used to deliver instruction are included below:
- Chromebooks

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

<p>Varied journal prompts, spelling or vocabulary lists</p>	<p>Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.</p>
<p>Anchor activities</p>	<p>Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.</p>

Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

<p>Multiple levels of questions</p>	<p>Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)</p>
<p>High Prep Strategies (add to list as needed)</p>	
<p>Cubing</p>	<p>Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.</p>
<p>Tiered assignment/ product</p>	<p>The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.</p>
<p>Independent studies</p>	<p>Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.</p>
<p>4MAT</p>	<p>Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas</p>
<p>Jigsaw</p>	<p>Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.</p>

<p>Multiple texts</p>	<p>The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.</p>
<p>Alternative assessments</p>	<p>After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).</p>
<p>Modified Assessments</p>	<p>Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.</p>
<p>Learning contracts or Personal Agendas</p>	<p>A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.</p>
<p>Compacting</p>	<p>This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<p>Literature circles</p>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<p>Learning Centers</p>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in</p>

rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- *Media Center books on STD's..
- *www.myfitnesspal.com
- *Aim for a healthy weight, www.njlbj.nih.gov

Board of Education Approved Text(s)

We do not use a textbook.