

# High School Weight Lifting Syllabus

Mr. Flanagan

**Introduction:** My name is Mr. Flanagan! My background in education is both in Physical Education/Health teaching and Recreation management. I grew up playing basketball and football and later went on to play exclusively basketball in high school. Recreational leisure activities that I enjoy are weight lifting/strength training, athletic agility training, pick up basketball, and many other sports in general. I grew up in the Seacoast area and really appreciate and enjoy New Hampshire.

**Vision of a Graduate:** [The WLC Graduate will be an effective communicator, a strong collaborator, a creative problem solver, a self-directed learner, and a responsible citizen.](#)

**Course Overview:** In Weight Training our focus will be on developing physical, mental, and social skills all related to the topic of Weight Training, Recovery, and Exercise. Developing your strength, athletic ability and skills, learning proper form and techniques, and communicating with teammates and others in a respectful way will all be goals for this course and expectations for this course.

**Course Resources:** Academic language and content will be explained, talked about, and demonstrated throughout the course, a study guide will also be provided for any tests throughout the semester. These will mostly revolve around different topics we have gone over and learned in class along with the Pre Assessment that you will take at the beginning of the course.

## **Course Learning Objectives:**

- Becoming familiar with and learning cues, skills, form around Weight Training and exercises that are demonstrated during class
- Learning about creating workout programs for Sports and Strength Training
- Demonstrating social responsibility, respect, and encouragement to classmates and teachers while training

**Safety, participation, sportsmanship, and timely attendance** will go a long way towards success in this class

## COURSE EXPECTATIONS ON NEXT PAGE

### PLEASE READ THE FOLLOWING CAREFULLY

#### Course Expectations:

- You should participate **safely**. What does this look like? Be **in control** of yourself while training and lifting weights and playing or practicing skills or during games. Following **safety instructions** for any of sports or training that you are doing. **Being aware of your surroundings**. If you can't do this it may result in a **zero** for the day and/or a **negative grade or disciplinary action**.
- **Respect the teacher, your fellow students, and the equipment**. If you don't respect the following it may result in a **zero** for the day and/or a **negative grade or disciplinary action**. Weight Training isn't just about lifting the heaviest weight, it is about form and technique and it takes time to develop. It is about learning how to work with others and **being positive towards others in their pursuit of their goals**. Obviously **equipment is a big part of training, if you can't do this responsibly** you may receive a **zero** for the day and/or a **negative grade or disciplinary action**.
- **Non participation in classes without an excused absence** (note from a parent, nurse, or doctor) may result in a **zero** for the day and/or a **negative grade**. This includes not wearing the proper shoes as some shoes are either not safe or scrape the gym floor and cannot be worn.
- **No Phones will be allowed in class**.
- You are **strongly encouraged** to bring a **change of clothes** and **required** to bring a **change of shoes**. If you don't have the appropriate footwear it may result in a **zero** for the day, not being allowed to participate, and/or a **negative grade**.

#### Competencies:

**Movement:** Perform a variety of motor skills and movement patterns effectively.

**Fitness:** Apply principles and strategies related to physical activity and fitness.

**Self-assessment:** Self-assess and self-adjust physical activity and fitness.

#### High School Competencies

Proficient (P) - student has met the competency for this assignment or grading period.

Not Yet Proficient (NYP) - student has not met the competency for this assignment or grading period.

Insufficient Work Shown (IWS) - Either the student did not provide enough information to assess a competency or the student did not turn in the assignment.

No Credit (NC) - this is to be used at the end of a course to indicate that a student did not meet the necessary competencies. This is the only time that this code should be used.

### **SHAPE National PE Standards**

**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.

**VV Scroll Down for Grading and Assessments VV**

**Grading and Assessments Percentage Breakdown (HOW YOUR GRADE IS EARNED):**

Each day/week you are assessed from 0-4 on the class expectations that were gone over at the beginning of the semester and that you were required to read over and turn in on Google Classroom.

**Rubric for Daily Grades/Unit Grades by Week:**

- 4 - Met all class expectations
- 3 - Generally met class expectations maybe a few reminders
- 2 - Mostly did not meet class expectations, disruption
- 1 - Disruption, overtly did not meeting class expectations
- 0 - Non attendance or non participation without reason, potentially disciplinary action, written up

**Summative:**

How well Class Expectations are followed/Unit Assessments of Workout Logs:  
80%

**Formative:**

Workout Logs/Weekly Assessments of Class Expectations: 20%

**Midterm/Final:** 20%

**Class Expectations:** Safety/Participation, Effort, Skill Progression/Sportsmanship, Respect/Preparedness for Class

For a more detailed description of Class Expectations refer to the guidelines above.

**More about Unit Quizzes/Assessments:** Throughout the semester students will demonstrate their understanding of what we have been learning and participating in during class

## Competencies/Late Work/Remediation

Refer to student handbook for Competency & Remediation details

**Communication/Questions:** Please feel free to email me any questions or concerns you may have regarding the course and coursework, my goal for response times is 24-48 hours depending on the volume of emails! Thank you.

**Gmail:** [p.flanagan@sau63.org](mailto:p.flanagan@sau63.org)

This syllabus may be subject to change over the course of the academic year.

### **WLC STUDENT LEARNING EXPECTATIONS (SLEs)**

Teachers are required to assess the SLEs in every course every quarter or semester. SLE grades should always be attached to assessments done within the curriculum.

A WLC Student is academically knowledgeable and demonstrates the following:

	<b>4- Distinguished</b>	<b>3- Proficient</b>	<b>2- Progressing</b>	<b>1- Emerging</b>
	<b>Student does...</b>		<b>Student...</b>	
<b>An Effective Communicator</b>	<p>Express opinions, ideas and facts in an outstanding manner in all formats</p> <p>Present developed and clear ideas using evidence and/or details</p> <p>Interpret information with unique insights based upon sufficient evidence</p> <p>Deliver high quality information based upon a wide range of reliable sources</p> <p>Cite/ credit all sources</p>	<p>Express opinions, ideas, and facts clearly and effectively through a variety of formats (oral, written, visual, digital), considering the audience</p> <p>Present developed and clear ideas using evidence and/or detail</p> <p>Interpret information logically, based upon sufficient evidence</p> <p>Obtain and deliver information based upon a variety of resources</p> <p>Cite/credit sources of</p>	<p>Sometimes lacks clarity when expressing opinions, ideas, and facts.</p> <p>Communicates effectively in some formats</p> <p>Presents somewhat developed and clear ideas using a limited amount of evidence and/or detail</p> <p>Information may be interpreted with limited detail</p> <p>Obtain and deliver</p>	<p>Expresses opinions, ideas, and fact with limited clarity</p> <p>Has difficulty communicating in most formats</p> <p>Rarely presents developed and clear ideas using evidence and/or detail</p> <p>Information may be interpreted with little or no evidence</p> <p>Obtain information based upon little or no supporting evidence</p> <p>Rarely cites sources</p>

	accurately	information accurately.	information based upon limited resources  Cites/credit few sources of information	
<b>A Strong Collaborator</b>	<p>Highly cooperative with a high level of respect, considering the perspectives of others</p> <p>Listen attentively; share resources freely and ideas respectfully</p> <p>Fulfill roles in a high quality manner</p> <p>Incorporate different points of view to achieve a common goal</p> <p>Demonstrate great flexibility and willingness to compromise with a strong focus on the common goal</p>	<p>Cooperate with peers and adults respectfully</p> <p>Listen attentively; share ideas and resources respectfully</p> <p>Accept and fulfill roles</p> <p>Respect and consider different/multiple points of view, diverse cultures, and global issues</p> <p>Exercise flexibility and willingness to compromise in order to achieve a common goal</p>	<p>Cooperation with peers and adults varies</p> <p>Sometimes listens and shares ideas and resources</p> <p>Is somewhat reluctant to participate and fulfill roles</p> <p>Sometimes contributes in a less than respectful manner or not considering the ideas or feelings of others</p> <p>Is somewhat flexible and willing to compromise in order to achieve a common goal</p>	<p>Has difficulty cooperating with peers and/or adults</p> <p>Appears to rarely listen to others; rarely shares ideas and resources</p> <p>Rarely participates or performs assigned roles</p> <p>Frequently contributes in less than a respectful manner or not considering the ideas and feelings of others</p> <p>Is rarely flexible and willing to compromise in order to achieve a common goal</p>

	<b>4- Distinguished</b>	<b>3- Proficient</b>	<b>2- Progressing</b>	<b>1- Emerging</b>
	<b>Student does...</b>		<b>Student...</b>	
<b>A Creative Problem Solver</b>	<p>Think, create, and solve problems in highly innovative ways</p> <p>Recognize social and cultural differences to create new ideas and increase both innovation and quality of work</p> <p>Consider a wide variety of ideas, strategies, and solutions</p> <p>Incorporate a wide range of high quality sources</p> <p>Apply highly effective and/or cutting edge technology</p> <p>Apply inferences and data interpretations to solutions</p>	<p>Solve problems, sometimes in innovative ways</p> <p>Demonstrates creativity/unique approaches</p> <p>Frequently considers a variety of ideas, strategies, solutions, and contexts (subject areas or environment)</p> <p>Incorporate many different resources</p> <p>Apply appropriate technology</p> <p>Make inferences and interpret data</p>	<p>Uses more typical ways of thinking, creating, and solving problems</p> <p>Considers a narrow range of ideas, strategies, and solutions</p> <p>Incorporates limited resources</p> <p>Attempts to apply appropriate technology</p> <p>Inferencing and data interpretation are limited</p>	<p>Thoughts and solutions are basic recall of previous learning</p> <p>Considers few, if any, ideas, strategies, or solutions</p> <p>Incorporates few, if any, resources</p> <p>Applies little technology</p> <p>Struggles with making inferences and interpreting data</p>

<b>A Self-Directed Learner</b>	<p>Persevere to completion of complex, challenging tasks</p> <p>Demonstrate a highly positive attitude</p> <p>Take a high level of responsibility and self-motivation for own learning, self-assessment, and personal development</p> <p>Engage mentors and stakeholders to gain support for ideas or projects</p> <p>Demonstrate a high level of curiosity and self-inquiry, sometimes outside a prescribed learning context</p> <p>Model personal accountability and high quality work habits</p>	<p>Persevere with complex, challenging tasks</p> <p>Demonstrate a “can do” attitude</p> <p>Take an active role/initiative in learning and personal development, including goal setting and self-assessment</p> <p>Work independently</p> <p>Seek out other, including stakeholders, to learn from or gain support</p> <p>Initiate inquiry often</p> <p>Take personal accountability and demonstrate effective work habits (punctuality, managing time, including deadlines and work load)</p>	<p>Shows limited perseverance in completing complex, challenging tasks</p> <p>Sometimes has a positive attitude</p> <p>May rely on others for initiating learning and development</p> <p>Works independently some of the time</p> <p>Occasionally engages others in own learning or projects</p> <p>Relies on others to initiate and prescribe inquiry opportunities</p>	<p>Gives up easily when facing complex and/or challenging tasks</p> <p>Infrequently demonstrates a positive attitude</p> <p>Takes a limited role in own learning and personal development; needs external motivation</p> <p>Resists or struggles with independent work</p> <p>Ideas or projects are pursued with little or no input from others</p> <p>resists efforts by others to prescribe inquiry opportunities</p>

	<b>4- Distinguished</b>	<b>3- Proficient</b>	<b>2- Progressing</b>	<b>1- Emerging</b>
	<b>Student does...</b>		<b>Student...</b>	
<b>A Responsible Citizen</b>	<p>Act in a highly responsible manner with respect for others</p> <p>Demonstrate leadership as a contributing member of the larger community</p> <p>Initiate school activities that demonstrate school and community pride</p> <p>Recognize ethical behavior in others while demonstrating integrity in their influence</p> <p>Make decisions with the best interest of others in mind</p>	<p>Accept responsibility and understand the impact of personal actions</p> <p>Demonstrate an awareness of individual rights and responsibilities as contributing members of the larger community</p> <p>Exhibit school pride through support of school activities and involvement in community life</p> <p>Model ethical and lawful behavior as responsible and accountable citizens;</p>	<p>Exhibits limited responsibility for the impact personal actions have on the community</p> <p>Needs reminders about the rights of others</p> <p>Participates in limited school activities</p> <p>Acts in an appropriate manner most of the time to do what is right</p> <p>Needs reminders to consider how others think and feel</p>	<p>Infrequently accepts responsibility for personal actions</p> <p>Frequently trespasses on the rights of others</p> <p>Little to no participation in the school community</p> <p>Frequently speaks negatively about our school</p> <p>Disrespectful of school property</p> <p>Lacks consideration for others</p>

	<p>Respect cultural differences and work effectively with people from a range of social and cultural backgrounds</p> <p>Initiates, maintains, and encourages activities that service the community</p> <p>Convey a greater appreciation of the arts</p>	<p>do what's "right"</p> <p>Make decisions considering how others think and feel</p> <p>Demonstrate empathy toward others</p> <p>Demonstrate social awareness and interpersonal skills to establish and maintain positive relationships</p> <p>Participate in service to the community</p> <p>Value the arts (performing and visual) as forms of human expression</p>	<p>Social awareness and interpersonal skills need development</p> <p>Limited participation in school and community service</p> <p>Is beginning to understand that people express themselves through the arts</p>	<p>Lacks awareness of the impact on others</p> <p>Is not community-minded</p> <p>Limited interest in the arts</p>
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