



## Curriculum Proposal for Board of Education Curriculum Committee

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# Guidelines for Curriculum Proposal

*Please provide clear, concise, and thorough statements for each of the following that apply.*

- A. Current Curricular Description
- B. Standards for Learning
- C. Expected Student Learning Outcomes
- D. Time Requirements
- E. Personnel Requirements
- F. Facilities/Equipment Requirements
- G. Teaching Strategies and/or Methodologies
- H. Material/Textbook Needs
- I. Costs
- J. Schedules
- K. Evaluation Procedures
- L. Follow-up
- M. Other Staff Affected

**Building Administrator:** Carmen Maring

**Date:** Jan 27, 2025

**Dept./Gr. Level Chair:**

**Date:**

**Other Staff Affected:** Justin Kirinovic/Brandon Raleigh, GLMS Physical Education Department

## CURRICULUM PROPOSAL FORM

*Proposal must be submitted to the Director of Curriculum & Instructional Technology*

*2 weeks prior to presentation before the Board of Education Committee*

**Proposal / Course Title:** 7/8th Grade Intro to Strength & Conditioning

**Staff Member Requesting:** Justin Kirinovic/Brandon Raleigh

**Department/Grade Level:** 7th & 8th

**THIS IS A PROPOSAL FOR (*italicize all that apply*):**

**New Course**

**Course Content Change**

**Instructional Methods Change**

**Textbook Review or Change**

**Other**

**Number of Classes:** 3-trimester sections

**Total Number Students:** Approximately 90

**Total Number of Teachers:** 2

**Requirements (facilities, materials, textbooks, anticipated costs, equipment):**

### **A. Current Curricular Description**

Provide a foundational understanding of the principles, techniques, and safety practices involved in designing and implementing strength training programs, focusing on proper exercise form, the anatomy of major muscle groups, and how to apply these concepts to enhance overall student health and wellness. For students involved in athletics, they will also benefit from enhanced athletic performance while prioritizing injury prevention through appropriate weightlifting techniques and progressive overload.

### **B. Standards for Learning**

#### [Michigan PE Standards](#)

- Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.1.8)
- Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training, and light free-weight training. (S3.3.7)
- Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training. (S3.4.7)
- Plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training. (S3.4.8)
- Participates in moderate to vigorous muscle and bone-strengthening physical activity at least 3 times per week. (S3.6.7)
- Adjusts physical activity based on quantity of exercise needed for minimal health standards and/or optimal functioning based on current fitness level. (S3.8.7)
- Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.9.8)
- Describes and demonstrates the difference between dynamic and static stretches. (S3.9.7)
- Describe the role of flexibility in injury prevention. (S3.10.8)
- Uses the overload principle (FITT formula) in preparing a personal workout. (S3.11.8)
- Designs a warm-up and cool-down regimen for a self-selected physical activity. (S3.12.7)

- Designs and implements a warm-up/cooldown regimen for a self-selected physical activity. (S3.12.8)
- Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. (S3.14.7)

### C. Expected Student Learning Outcomes

7th/8th Grade Strength and Conditioning will focus on grade-appropriate fitness knowledge and health-based fitness improvement. This will be done specifically through weight training and conditioning.

- I can identify the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, body composition) and explain the connections between fitness and overall physical and mental health.
- I can participate in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training, and light free-weight training.
- I can participate in a variety of strength- and endurance-fitness activities such as weight or resistance training.
- I can plan and implement a program of cross training to include aerobic, strength and endurance, and flexibility training.
- I can participate in moderate to vigorous muscle and bone-strengthening physical activity at least 3 times per week.
- I can adjust physical activity based on the quantity of exercise needed for minimal health standards and/or optimal functioning based on current fitness level.
- I can employ a variety of appropriate static stretching techniques for all major muscle groups.
- I can describe and demonstrate the difference between dynamic and static stretches.
- I can describe the role of flexibility in injury prevention.
- I can use the overload principle (FITT formula) in preparing a personal workout.
- I can design a warm-up and cool-down regimen for a self-selected physical activity.
- I can design and implement a warm-up/cooldown regimen for a self-selected physical activity.
- I can describe how muscles pull on bones to create movement in pairs by relaxing and contracting.

### D. Time Requirements

57-minute class period.

### E. Personnel Requirements

Middle School Physical Education Teachers

### F. Facilities and Equipment Requirements

Current Middle School facilities, equipment donated from high school, and purchase of other equipment mentioned. Funding will be provided by the athletic department, no building/curricular funding will be required.

Weight room equipment to update our current equipment in order to ensure students have proper equipment for their safety.

**Training bars** 35 lbs bars (3x\$70)=\$210, 25 lbs bars (4x\$58)= \$232

**Bumper plates** 15 lbs set (5x\$33)= \$165

**Clips** Set of 4= \$10 (x5 sets) =\$50

**Dumbbells** 1 Set of 20 lbs= \$40, 2 Sets of 25 lbs= \$120, 2 Sets of 30 lbs= \$128

**Speaker** Ion refurbished speaker: \$150

**Resistance bands** Set of 4= \$13 (x4 sets)= \$52

**Wall Mounted Cable Machines** 2x\$170= \$340

### **G. Teaching strategies and methodologies**

Using skills developed over the course, students will work towards improving their overall strength, conditioning level, and health. They will learn many different exercises and activities to impact their lifelong health through weight lifting and conditioning.

Teaching strategies that will be used will be modeling, hands-on practice with feedback (student and teacher-driven), TLAC strategies such as turn and talk, right is right, and cold call will be employed. Students will also read, write, and speak with a purpose in this class. We will have vocabulary while reading, writing, and speaking with purpose; we will also be learning about the different types of muscles we are using, how muscles move different parts of the body, as well as health-related components such as how physical health is related to mental health. These activities can involve engagement strategies that incorporate reading, writing, and speaking with a purpose through various means

### **H. Materials and Textbook needs**

None

### **I. Costs**

Approximately \$1500 for the equipment mentioned above.

### **J. Schedules**

TBD- waiting for class selection

### **K. Evaluation Procedures**

Written assessments

Skill assessments

### **L. Follow up**

N/A

### **M. Other staff affected**

N/A