

High School, Weights 1, Scope and Sequence

1st & 3rd Quarters

CC.1 Movement Concepts & Principles-- Analyze movement concepts and principles to improve performance (e.g., pathways, force, center of gravity).

CC.1 I can analyze my movement and improve performance by applying motor patterns (bracing, external rotation of the femur, scapular retraction, scapular depression, and hinging).

CC.2 Skill Analysis-- Identify critical elements (e.g. "POP" Points of Performance)

CC.2 I can break down various movement patterns (hinge, squat, lunge, push, pull, core) into the different points of performance such as a push-up, squat, farmer carry, etc.

CC.3 Skill Analysis-- Justify the importance of each critical element in regard to skill performance (e.g., why, when, how).

CC.3 I can explain the importance of the various points of performance when performing specific movement patterns

FPA.1 Health-Related Components-- Explain how health-related components of fitness impact overall health status (i.e., body composition, cardiovascular endurance, muscular endurance, muscular strength, flexibility).

FPA.1 I can relate the five components of fitness that include flexibility, muscular strength, muscular endurance, cardiovascular endurance, and body composition to improving my health through bodyweight, banded, DB/KB, and/or barbell movements.

FPA.2 Health-Related Components-- Participate in health-related fitness activities (e.g., weight training, stretching, cardio workouts).

FPA.2 I can participate safely in various health related fitness activities such as bodyweight, banded, DB/KB, and/or barbell movements.

FPA.3 Skill-Related Components-- Explain how skill related components impact sports and fitness (i.e., balance, agility, power, speed, coordination, and reaction time).

FPA.3 I can explain how balance, speed, agility, coordination, and reaction time impacts sports, functional activities, and fitness.

FPA.4 Health-Related Components-- Participate in skill-related fitness activities (e.g., agility ladder, yoga, plyometric).

FPA.4 I can participate in yoga, speed and agility, or any activity specific to skill-related fitness.

FPA.7 Physical Activity Knowledge-- Identify activities that improve each component of fitness (i.e., health-related, skill-related).

FPA.7 I can compare, and contrast health related and skill related fitness activities as it relates to strength and conditioning.

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FPA.10 Exercise Prescription-- Construct fitness goals (i.e., S.M.A.R.T.)

FPA.10 I can write personal Fitness Goals that are specific, measurable, realistic, and have a timeframe.

FPA.11 Exercise Prescription-- Design a personal fitness plan based on the FITT principle i.e., Frequency, Intensity, Time, Type.

FPA.11 I can design a personal fitness plan

PSR.1 Personal Behavior-- Demonstrate responsible independent behaviors (e.g., best effort, compassion, initiative).

PSR.1 I can actively participate in all warm-ups, fitness activities (health and skill-related), and active recovery days.

PSR.3 Personal Behavior-- Demonstrate positive attitudes towards self and others through verbal and nonverbal behaviors.

PSR.3 I can be respectful towards self, others, and the equipment.

PSR.4 Rules, Etiquette, & Sportsmanship Explain the importance of following rules, procedures, etiquette, and sportsmanship in the physical activity setting.

PSR.4 I can explain the importance of weight room etiquette by practicing the rules and procedures.

PSR.5 Rules, Etiquette, & Sportsmanship-- Display acceptance of decisions of judgement in socially responsible ways (e.g., teachers, sport officials, peer leaders).

PSR.5 I can always show respect for the teacher.

PSR.6 Cooperation-- Provide support and encouragement for classmates (e.g., acknowledge good play, accept success/performance limitations).

PSR.6 I can encourage and help my classmates by utilizing proper spotting techniques and giving positive feedback regarding movement standards.

PSR.9 Safety-- Apply best practices for participating safely in physical activity (e.g., equipment/facility use, peer awareness, environment, personal medical needs).

PSR.9 I can participate safely by using the equipment as it's intended and using class safety protocols. (i.e. barbell clips, safety bars, etc)

PSR.9 Safety-- Engage in proper warm-up and cool-down procedures

PSR.9 I can demonstrate proper general and movement specific warm-up and cool down procedure.

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2nd & 4th Quarters

MS.7 Fitness and Lifetime Activities -- Apply the principles of training to enhance an individual's current level of fitness (e.g., F.I.T.T., overload, specificity, progression).

MS.7 I can apply the various fitness principles to my workouts to improve my fitness level

FPA.5 Physical Activity Knowledge --Apply fitness terminology in appropriate settings (e.g., aerobic/anaerobic, target heart rate, FITT principle, isometric, warmup/cool-down).

FPA.5 I can use fitness terms such as mobility/flexibility, motor patterns (bracing, external rotation of the femur, scapular retraction, scapular depression, and hinging), dorsiflexion, etc. correctly in conversation.

FPA.6 Physical Activity Knowledge-- Define the principles of training (e.g., overload, specificity, progression).

FPA.6 I can define the various training principles such as overload, specificity, and progression

FPA.8 Physical Activity Knowledge-- Calculate and apply resting, maximum, and target heart rate during various activities (e.g., cardiorespiratory activities, game play)

FPA.8 I can calculate resting, maximum, and target heart rates following various fitness activities. (i.e. strength training, metcon, speed/agility, etc)

FPA.9 Physical Activity Knowledge-- Discuss current trends in fitness technology (e.g., apps, heart rate monitors, electronic activity tracker).

FPA.9 I can discuss current trends in fitness technology such as apps (YouTube videos, i.e. Yoga, Strength programming apps) and activity trackers such as Fit Bits and Apple watches

VPA.2 Appreciation-- Determine the value of physical activity to meet an individual's personal needs (e.g., social interaction, self-expression, stress management).

VPA.2 I can determine the value of physical activity in my own life whether it be for stress-management, social interaction, or other benefits.

VPA.3 Appreciation-- Explore community resources (e.g., community centers, greenways, parks).

VPA.3 I can apply the knowledge and skills acquired in class to confidently use a fitness center for longevity.