

## High School, Weights 2, Scope and Sequence

### 1<sup>st</sup> & 3<sup>rd</sup> 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 other student's movement and give feedback on their performance regarding 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 give modifications and extensions to various barbell movements (i.e., deadlift, squat, bench, press) based off my analysis of other student's.

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 justify the importance of the various points of performance when performing specific barbell movements (deadlift, squat, bench, press)

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 design a fitness plan that includes 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 teach my peers how to 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 design a fitness program that impacts sports and fitness using balance, speed, agility, coordination, and reaction time

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

FPA.4 I can design a fitness program including 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).

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FPA.7 I can design a fitness program that enhances, both, health related and skill related fitness activities as it relates to strength and conditioning.

FPA.10 Exercise Prescription-- Construct fitness goals

FPA.10 I can program for general fitness, absolute strength, and hypertrophy using a full body, upper and lower split and/or bi- and uni- lateral training. (Including: Macrocycles, Mesocycles, and Microcycles)

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 fitness plan using progressive overload including, foundational strength and endurance, hypertrophy, strength, and power. (Using Periodization, i.e. Linear, Undulating, Block, and/or Conjugate)

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 teach proper spotting techniques and give classmates 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 demonstrate how to safely use the equipment as it's intended by modeling class safety protocols. (e.g., barbell clips, safety bars, etc)

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

PSR.9 I can design and lead a general and movement specific warm-up and cool down in regards to the core four barbell movements (deadlift, squat, bench, press)

### 2<sup>nd</sup> & 4<sup>th</sup> 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 select a strength program and participate for an 8-week time period and measure my fitness level at the conclusion of the program.

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, dorsiflexion, etc. correctly while leading a group or the class through a warm-up, workout of the day, and/or cool down.

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

FPA.6 I can apply the principles of training to individual program design.

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

FPA.9 I can identify 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.