



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# PHYSICAL EDUCATION

**Georgia Standards of Excellence (GSE)  
Weight Training EXAMPLE Instructional  
Framework**

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## Physical Education

Map Weight Training The following curriculum map is part of a GaDOE collection of Unit Frameworks: Weight Training

Unit #/Title	Unit 1: Intro to Weight Training and Lifting Techniques/Safety	Unit 2: Compound Movements and Lifts
GSE for Physical Education	<b>PEWT.1 (a, b, e)</b> <b>PEWT.2 (a, b, c, d, h, j)</b> <b>PEWT.4 (a, b, c, d)</b> <b>PEWT.5 (a, b)</b>	<b>PEWT.1 (a, b, c)</b> <b>PEWT.2 (e, h, i)</b> <b>PEWT.3 (d, g, k, l)</b> <b>PEWT.4 (a, b, c, d)</b> <b>PEWT.5 (a, b)</b>
Key Concepts	<p>Proper spotting techniques.</p> <p>Safe lifting techniques.</p> <p>Exhibit personal safety during weight training.</p> <p>Muscle vocabulary</p> <p>Exercise terminology.</p> <p>Follow rules and guidelines in the weightlifting area.</p> <p>Static and dynamic movements.</p>	<p>Use a variety of machines and free weights.</p> <p>Increase strength and endurance.</p> <p>Performs a variety of strength training exercises.</p> <p>Participate in weight training for enjoyment and personal development.</p> <p>Understand the mechanics of a compound exercise.</p>
Unit #/Title	Unit 3: Isolation Movements and Lifts	Unit 4: Program Development and Fitness Assessment
GSE for Physical Education	<b>PEWT.1 (a, b, c)</b> <b>PEWT.2 (e, h, i)</b> <b>PEWT.3 (d, g, k, l)</b> <b>PEWT.4 (a, b, c, d)</b> <b>PEWT.5 (a, b)</b>	<b>PEWT.1 (a, b, d, e)</b> <b>PEWT.2 (e, f, g)</b> <b>PEWT.3 (a, b, c, e, f, h, i, j, l)</b> <b>PEWT.4 (a, b, c, d)</b> <b>PEWT.5 (a, b)</b>
Key Concepts	<p>Demonstrates proper biomechanics for use of free weights and resistance machines.</p> <p>Improve strength and endurance.</p> <p>Performs a variety of upper and lower body lifts or exercises for muscular development.</p> <p>Explain the importance of isolation movements during exercise.</p> <p>Lift for enjoyment.</p>	<p>Develop lifelong weight training individualized goals.</p> <p>Create a fitness plan for life changes.</p> <p>Establish goals.</p> <p>Participate in the Georgia criterion-referenced fitness assessment.</p> <p>Analyze the relationship between physical activity and longevity.</p> <p>Chart individual progress.</p> <p>Cardio based strength training.</p>

**Physical Education Weight Training : Unit #1: Unit Name Intro to Weight Training and Lifting Techniques/Safety**

**UNIT #1: Intro to Weight Training and Lifting: Techniques/Safety**

<b>Course:</b> Weight Training	<b>UNIT #1:</b> Intro to Weight Training and Lifting Techniques/Safety	<b>PACING:</b> 4 Weeks
<b>UNIT FOCUS:</b> Procedures, Safety, Beginner Movements While Lifting		
<b>STANDARDS AND ELEMENTS</b>		
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>		
<ul style="list-style-type: none"> <li>A) Demonstrates proper spotting techniques for lifts and exercises as needed.</li> <li>B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts</li> <li>E) Demonstrates proper posture, form, and flexibility in weight training.</li> </ul>		
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>		
<ul style="list-style-type: none"> <li>A) Observes the lifting technique of another student</li> <li>B) Observes another student performing a plyometric exercise.</li> <li>C) Identifies muscles used for upper and lower body lifts</li> <li>D) Identifies safety equipment required for participation in weight training.</li> <li>H) Recognizes the importance of a variety of sets, repetitions, and workloads</li> <li>J) Exhibits understanding of the terminology associated with weight training.</li> </ul>		
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>		
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>		
<ul style="list-style-type: none"> <li>A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.</li> <li>B) Exhibits the ability to demonstrate safe and responsible behavior.</li> <li>C) Identifies the difference between encouraging and discouraging progression while training.</li> <li>D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.</li> <li>E)</li> </ul>		
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>		
<ul style="list-style-type: none"> <li>A) Explains why participation in weight training is enjoyable and desirable either alone or in a group</li> <li>B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.</li> <li>C)</li> </ul>		
<b>EXAMPLE LESSON PLANS</b>		
<ul style="list-style-type: none"> <li>A)How to properly spot during weight training. (Spotted)</li> <li>B)Gym safety and lifting safety. (Avoiding gym fails)</li> <li>C)Introduction to various lifts (Static, Dynamic, Compound, Isolation)</li> <li>D)Introduction to various muscles used during lifts (Muscle Terminology)</li> </ul>		

**Physical Education Weight Training : Unit #1: Unit Name Intro to Weight Training and Lifting Techniques/Safety**

EXAMPLE ASSESSMENTS		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
Observations	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Self-Assessments on a 3,2,1 scale</li> <li>• Peer to peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Formal skills checklist that aligns with the standards</li> </ul>
SUPPLEMENTAL RESOURCES		
American College of Sport Medicine: <a href="http://www.acsm.org">www.acsm.org</a>		

SAMPLE

## Physical Education (Weight Training) Unit 1 Lesson Plan 1

### Lesson Plan 1: Spotted

Course: Weight Training	Grade: 9-12	Pacing: 1-45 min. class	Unit #: 1	Lesson Plan: 1
LESSON TITLE: Spotted				
ENDURING UNDERSTANDING: Students will learn the proper techniques to spotting a weightlifting partner in a variety of lifts pertaining to the bench press.				
GSE TO ADDRESS IN UNIT				
<p><b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1</b> The physically educated student demonstrates competency in a variety of motor skills and movement patterns</p> <p>A) Demonstrates proper spotting techniques for lifts and exercises as needed.            B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts            E) Demonstrates proper posture, form, and flexibility in weight training.</p> <p><b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2</b> The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>A) Observes the lifting technique of another student            B) Observes another student performing a plyometric exercise.            C) Identifies muscles used for upper and lower body lifts            D) Identifies safety equipment required for participation in weight training.            H) Recognizes the importance of a variety of sets, repetitions, and workloads            J) Exhibits understanding of the terminology associated with weight training.</p> <p><b>FITNESS PE PEWT.3</b> The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PE PEWT.4</b> The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.            B) Exhibits the ability to demonstrate safe and responsible behavior.            C) Identifies the difference between encouraging and discouraging progression while training.            D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.</p> <p><b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PE PEWT.5</b> The physically educated the student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>A) Explains why participation in weight training is enjoyable and desirable either alone or in a group            B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.</p>				
ASSESSMENTS:				
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>		
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.		
<ul style="list-style-type: none"> <li>• Verbal Questioning</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Skill checks for various lifts</li> </ul>	<ul style="list-style-type: none"> <li>• Final skill check(s)</li> </ul>		

## Physical Education (Weight Training) Unit 1 Lesson Plan 1

<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>	
<p><b>CONCEPTS:</b> Safety, Spotting Techniques</p> <p><b>VOCABULARY:</b> Spotter, Two Person Spot, Assisted Spot, Bench Press, Assisted Lift</p>	
<b>DIFFERENTIATED LEARNING</b>	
<p>Students should not increase challenge during this lesson. Students must master the fundamental skills of spotting a weight training partner before increasing challenge.</p> <p>To decrease the challenge, students may use a machine instead of free weight exercises.</p>	
<b>MATERIALS</b>	
<p><b>STUDENT EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Workout Clothes</li> <li>• Optional Belts/Straps</li> </ul>	<p><b>TEACHER EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Bench Press (As many as available)</li> <li>• Free weights as needed (Exercise dependent)</li> <li>• Machines as needed (Exercise dependent)</li> </ul>
<p><b>OPENING</b> Getting students ready to learn</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p>What is the difference between a one-person spot and a two-person spot?          What is the difference between a spot and an assisted lift?          How do you stay safe in the weight room?          Why is it important to follow rules and regulations while lifting?          What is the proper technique to spot a weightlifter during a bench press?          What are the differences between a bench press using a bar versus free weights?</p>
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>The teacher will demonstrate one or two lifts to show the proper technique. This may be dependent on the physical capabilities of the teacher. Lifts may include the bench press, squat, or other lifts. If the teacher cannot demonstrate a lift, he/she may show a video demonstrating proper lifts and proper spotting techniques.</p>
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity #1:</b> Bench Press: The teacher will divide the class into groups. Sizes may be dependent on the size of the class or the amount of equipment available. Good size groups should be 3-4 students. Students will attempt the lift while another student spots using the correct technique. Students will rotate after each lift until all students have completed the lift and been a spotter at least once.</li> <li>• <b>Activity #2:</b> Students will remain in their groups but will add a second spotter. There should be one spotter on each end of the bar. Students should not increase their weight. Each student will complete one lift. Students will again rotate within their groups until all students have completed a lift and have been a spotter at least once.</li> </ul>

## Physical Education (Weight Training) Unit 1 Lesson Plan 1

	<ul style="list-style-type: none"><li>• <b>Activity #3:</b> Students will remain in their groups for this activity as well. Students will transition to free weight bench presses. Students will again rotate through their groups with one person completing the lift and another student is spotting. Each person should lift at least once and spot at least once. Students will choose their weights to start but are encouraged to start light and move up in weight after completion of the first lift.</li></ul>
CLOSING	<p><b>REVIEW:</b> Students will place all weights back on the weight trees (or appropriate area) and come together at the end of class. Students will review the proper techniques and will discuss the do's and don'ts of being a spotter. They may also discuss proper vs improper techniques of lifting and how they make being a spotter more or less difficult.</p>

SAMPLE



## Physical Education (Weight Training) Unit 1 Lesson Plan 2

### Lesson Plan 2: Avoiding 'Gym Fails'

<b>Course: Weight Training</b>	<b>Grade: 9-12</b>	<b>Pacing: 1-45 min. class</b>	<b>Unit #: 1</b>	<b>Lesson Plan: 2</b>
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#### **LESSON TITLE: Avoiding 'Gym Fails'**

**ENDURING UNDERSTANDING: Students will learn about proper gym etiquette and safety while in the weightlifting area.**

#### **GSE TO ADDRESS IN UNIT**

**MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns**

- A) Demonstrates proper spotting techniques for lifts and exercises as needed.
- B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts
- E) Demonstrates proper posture, form, and flexibility in weight training.

**MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- A) Observes the lifting technique of another student
- B) Observes another student performing a plyometric exercise.
- C) Identifies muscles used for upper and lower body lifts
- D) Identifies safety equipment required for participation in weight training.
- H) Recognizes the importance of a variety of sets, repetitions, and workloads
- J) Exhibits understanding of the terminology associated with weight training.

**FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.
- B) Exhibits the ability to demonstrate safe and responsible behavior.
- C) Identifies the difference between encouraging and discouraging progression while training.
- D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- A) Explains why participation in weight training is enjoyable and desirable either alone or in a group
- B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.

## Physical Education (Weight Training) Unit 1 Lesson Plan 2

<b>ASSESSMENTS:</b>		
<p style="text-align: center;"><b>DIAGNOSTIC</b></p> <p>Gauge where students are in their learning prior to beginning the lesson.</p> <ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<p style="text-align: center;"><b>FORMATIVE</b></p> <p>Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p> <ul style="list-style-type: none"> <li>Skill checks for various lifts</li> </ul>	<p style="text-align: center;"><b>SUMMATIVE</b></p> <p>Gauge student mastery of standards.</p> <ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b> Gym Etiquette, Safety, Proper Lifting Techniques</p> <p><b>VOCABULARY:</b> Safety, Spotter, Names of Equipment Being Used, Procedures, Policies</p>		
<b>DIFFERENTIATED LEARNING</b>		
<p>Students should not increase challenge during this lesson. It is important that students master the fundamental skills and knowledge of maintaining a safe environment before increasing challenges.</p> <p>To decrease the challenge, students may use a machine instead of free weight exercises.</p>		
<b>MATERIALS</b>		
<p><b>STUDENT EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>Appropriate workout clothes</li> <li>Closed-toe shoes</li> </ul>	<p><b>TEACHER EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>Various machines</li> <li>Weightlifting area</li> <li>Clipboard</li> <li>Whistle (Or signaling device)</li> </ul>	
<p style="text-align: center;"><b>OPENING</b></p> <p style="text-align: center;"><b>Getting students ready to learn</b></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How do you maintain a safe lifting environment while exercising?</li> <li>2. How do you maintain a safe lifting environment while sitting out or spotting?</li> <li>3. What is the proper ‘gym etiquette’ in your weightlifting space?</li> <li>4. What are the rules and procedures in the weight room?</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>The teacher will show a video from an approved online source showing appropriate ‘gym fails’. After the conclusion of the video, the teacher will ask the students what they thought the safety violations were. Let the students analyze the video and come up with multiple rules violations. Then the class can discuss how to avoid gym fails by practicing safe behaviors and proper lifting techniques.</p>	
<p style="text-align: center;"><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"> <li><b>Activity #1:</b> The teacher will split the class into groups of five or six. The teacher will lead the class in performing within a demonstration group. First, they should go over the safe practices while sitting out or observing another group. Review simple rules about being quiet, not distracting other lifters/students, and not horseplay.</li> <li><b>Activity #2:</b> While staying within the groups already created, the teacher will take his/her group to a bench press. The teacher will have a student perform the lift using proper technique and will review the guidelines to create and maintain a safe environment for both the lifter and other students.</li> </ul>	

## Physical Education (Weight Training) Unit 1 Lesson Plan 2

	<ul style="list-style-type: none"><li>• <b>Activity #3:</b> The teacher will repeat Activity #2 but will replace the exercise with another one. This may be dependent on the types of machines or weights available within the weight room. Examples could be a squat, deadlift, shoulder press, dips, push-ups, or other exercises.</li><li>• <b>Activity #4:</b> The teacher will repeat Activity #3 but will replace the exercise with another one. This may be dependent on the types of machines or weights available within the weight room. Examples could be a squat, deadlift, shoulder press, dips, push-ups, or other exercises.</li></ul>
<b>CLOSING</b>	<b>REVIEW:</b> The teacher should ask the class about the rules and procedures about lifting and have them review the rules for several exercises. Also, ask the class what rules apply to most or all exercises and what rules are more specific to individual exercises. How do the rules change depending on what the exercise is?

## Physical Education (Weight Training) Unit 1 Lesson Plan 3

Lesson Plan 3: Learning the Lifts. An Introduction to various weightlifting techniques and variations.

<b>Course: Weight Training</b>	<b>Grade: 9-12</b>	<b>Pacing: 1-45 min. class</b>	<b>Unit #: 1</b>	<b>Lesson Plan: 3</b>
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**LESSON TITLE: Learning the Lifts. An Introduction to various weightlifting techniques and variations.**

**ENDURING UNDERSTANDING: Students will learn about the various lifting techniques including static, dynamic, isolation, and compound lifts.**

**GSE TO ADDRESS IN UNIT**

**MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns**

- A) Demonstrates proper spotting techniques for lifts and exercises as needed.
- B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts
- E) Demonstrates proper posture, form, and flexibility in weight training.

**MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- A) Observes the lifting technique of another student
- B) Observes another student performing a plyometric exercise.
- C) Identifies muscles used for upper and lower body lifts
- D) Identifies safety equipment required for participation in weight training.
- H) Recognizes the importance of a variety of sets, repetitions, and workloads
- J) Exhibits understanding of the terminology associated with weight training.

**FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.
- B) Exhibits the ability to demonstrate safe and responsible behavior.
- C) Identifies the difference between encouraging and discouraging progression while training.
- D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- A) Explains why participation in weight training is enjoyable and desirable either alone or in a group
- B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.

## Physical Education (Weight Training) Unit 1 Lesson Plan 3

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Skill checks for various lifts</li> </ul>	<ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p><b>CONCEPTS:</b> Lifting Techniques, Isolation Movements, Compound Movements</p> <p><b>VOCABULARY:</b> Static, Dynamic, Isolation Movements, Compound Movements, Exercises (May list several different exercises), Free weight Exercises, Machine Exercises</p>		
DIFFERENTIATED LEARNING		
<p>To increase the challenge, students may learn more advanced lifts or exercises. Students may also use more weight during the exercise after appropriate warmups.</p> <p>To decrease the challenge, students may perform less advanced techniques or use machines only during lifts.</p>		
MATERIALS		
<b>STUDENT EQUIPMENT:</b>		<b>TEACHER EQUIPMENT:</b>
<ul style="list-style-type: none"> <li>Appropriate clothing</li> <li>Appropriate closed-toe shoes</li> <li>Optional weightlifting belts or straps</li> </ul>		<ul style="list-style-type: none"> <li>Free weights</li> <li>Exercise machines</li> <li>Clipboard</li> <li>Whistle or signaling device</li> </ul>
<p style="text-align: center;"><b>OPENING</b></p> <p style="text-align: center;"><b>Getting students ready to learn</b></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What is a static lift? How do you perform static lifts?</li> <li>2. What is a dynamic lift? How do you perform dynamic lifts?</li> <li>3. What is a compound exercise? How do you perform compound exercises?</li> <li>4. What is an isolation movement? How do you perform isolation movements?</li> <li>5. Describe five different compound exercises?</li> <li>6. Identify two different isolation movements for each major body part. (Chest, Shoulders, Quadriceps, Hamstrings, Abdominals, Back, Arms)</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>The teacher can set up a quick matching game to review old and introduce new lifting techniques. Students will review a picture of a movement (Or watch a video clip) and determine what type of lift it is. Students should look at the type of exercise and describe the muscles being used. This will be a non-graded introductory activity.</p>	
<p style="text-align: center;"><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"> <li><b>Activity #1:</b> The teacher will ask the class to use their technology to identify at least five different exercises for each type of movement (Isolation, Compound, Static, Dynamic). This could also be a homework assignment with a review in class.</li> <li><b>Activity #2:</b> Give the class enough time to complete the task but no more than 15 minutes. Once the class is completed, ask the students for an exercise they would like to know more about and how to complete it. Review several student suggestions by performing or demonstrating the technique. You may also use students to demonstrate if they have done the exercise in the past and know the proper lifting technique.</li> </ul>	

### Physical Education (Weight Training) Unit 1 Lesson Plan 3

#### CLOSING

**REVIEW:** The teacher will ask the class to review the different lifts and to describe the benefits. What are the major benefits of isolation movements? Which movements are better for athletic enhancement? Which lifts would develop strength over shape?

SAMPLE

## Physical Education (Weight Training) Unit 1 Lesson Plan 4

### Lesson Plan 4: Muscle Terminology

<b>Course: Weight Training</b>	<b>Grade: 9-12</b>	<b>Pacing: 1-45 min. class</b>	<b>Unit #: 1 Lesson Plan: 4</b>
<b>LESSON TITLE: Muscle Terminology</b>			
<b>ENDURING UNDERSTANDING: Students will learn about the different muscle groups and what exercises use those muscles.</b>			
<b>GSE TO ADDRESS IN UNIT</b>			
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>			
<ul style="list-style-type: none"> <li>A) Demonstrates proper spotting techniques for lifts and exercises as needed.</li> <li>B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts</li> <li>E) Demonstrates proper posture, form, and flexibility in weight training.</li> </ul>			
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>			
<ul style="list-style-type: none"> <li>A) Observes the lifting technique of another student</li> <li>B) Observes another student performing a plyometric exercise.</li> <li>C) Identifies muscles used for upper and lower body lifts</li> <li>D) Identifies safety equipment required for participation in weight training.</li> <li>H) Recognizes the importance of a variety of sets, repetitions, and workloads</li> <li>J) Exhibits understanding of the terminology associated with weight training.</li> </ul>			
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>			
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>			
<ul style="list-style-type: none"> <li>A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.</li> <li>B) Exhibits the ability to demonstrate safe and responsible behavior.</li> <li>C) Identifies the difference between encouraging and discouraging progression while training.</li> <li>D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.</li> </ul>			
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>			
<ul style="list-style-type: none"> <li>A) Explains why participation in weight training is enjoyable and desirable either alone or in a group</li> <li>B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.</li> </ul>			
<b>ASSESSMENTS:</b>			
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>	
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.	
<ul style="list-style-type: none"> <li>• Verbal Questioning</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Skill checks for various lifts</li> </ul>	<ul style="list-style-type: none"> <li>• Final skill check(s)</li> </ul>	

## Physical Education (Weight Training) Unit 1 Lesson Plan 4

### MAJOR UNIT CONCEPTS AND VOCABULARY

**CONCEPTS:** Muscle Groups, Muscle Terminology, Muscles used during Exercise

**VOCABULARY:** Pectoral, Deltoid, Biceps, Triceps, Quadriceps, Hamstrings, Abdominal, Latissimus Dorsi, Trapezius, Gastrocnemius (Calf), Lumbar, Chest, Back, Forearms, Arms, Shoulders, Neck, Thighs, Calves

### DIFFERENTIATED LEARNING

To increase the challenge, students may pair with students to review and guide their learning in peer to peer tutoring sessions.

To decrease the challenge, students may be given extra review or study time to complete worksheets and knowledge building.

### MATERIALS

#### STUDENT EQUIPMENT:

- Paper
- Writing Utensils
- Notebook

#### TEACHER EQUIPMENT:

- Muscle Anatomy Charts
- Computer
- Projector
- Exercise Machines

### OPENING Getting students ready to learn

#### ESSENTIAL QUESTIONS:

1. What muscle(s) would be used during a bench press? A squat? A deadlift?
2. Identify the muscles used during a shoulder press?
3. Name three different exercises that use the pectoral muscles.
4. List three different exercises that would involve your quadriceps and hamstrings.
5. List ten different exercises and the muscles that are used while performing those exercises.

#### HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)

The class will watch a video of a chosen exercise (The teacher may choose any exercise that has been completed in class prior or a new exercise). After watching the video, the class will identify the muscles they believe were being used and if they were being contracted, extended, or both.

### FOCUS ACTIVITY

#### STUDENT AND TEACHER PROCEDURES:

- Activity #1: Students will review an anatomy chart of various muscles. The teacher will point to different muscles and list the common name and the correct term for that muscle. The chest is the pectoral muscles, the major back muscle is the latissimus dorsi, the thighs consist of the quadriceps on the front, and the hamstrings on the back, etc. Have students record notes on the names or fill out a premade worksheet.
- Activity #2: The teacher will give examples of exercises that work out each muscle group. For example, the bench press works out the chest muscles (Pectoral) as well as push-ups and a pec fly machine. The teacher should cover each major muscle group that was listed.
- Note\*\* This lesson may take two days depending on the amount of time given to write answers and review content as needed.

### CLOSING

**REVIEW:** The teacher will review the major concepts and also introduce the fact that many students have already been introduced to the term's prior. For example, a lat pull down, which many students may have heard of, is referring to the latissimus dorsi when you say 'lat'. Another example is when you say abs you are referring to the abdominal rectus muscles. Many students call them 'six-pack' muscles.



## Physical Education Weight Training : Unit #2: Unit Name Compound Movements and Lifts

### Unit #2: Unit Name Compound Movements and Lifts

<b>Course:</b> Weight Training	<b>UNIT #2:</b> Compound Movements and Lifts	<b>PACING:</b> 4 Weeks
UNIT FOCUS: Students will learn proper lifting techniques of various compound movements and will begin to improve their strength in those lifts.		
<b>STANDARDS AND ELEMENTS</b>		
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>		
A) Demonstrates proper spotting techniques for lifts and exercises as needed. B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts C) Demonstrates proper biomechanics for use of free weights and resistance machines		
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>		
E) Meets increasingly higher levels of strength and endurance. H) Recognizes the importance of a variety of sets, repetitions, and workloads I) Performs a variety of upper and lower body lifts or exercises for muscular development.		
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>		
D) Applies specificity, overload, and progression to increase the intensity of the workout G) Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. K) Performs skills correctly during strength training conditioning and health related fitness. L) Improves performance for long term personal development and health.		
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>		
A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting. B) Exhibits the ability to demonstrate safe and responsible behavior. C) Identifies the difference between encouraging and discouraging progression while training. D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.		
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>		
A) Explains why participation in weight training is enjoyable and desirable either alone or in a group B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.		
<b>EXAMPLE LESSON PLANS</b>		
1) The Bench Press 2) The Squat 3) Push Up Pyramid 4) Shoulder Press		
<b>EXAMPLE ASSESSMENTS</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
Observations	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Self-Assessments on a 3,2,1 scale</li> <li>• Peer to peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Formal skills checklist that aligns with the standards</li> </ul>
<b>SUPPLEMENTAL RESOURCES</b>		
American College of Sport Medicine: <a href="http://www.acsm.org">www.acsm.org</a>		

## Physical Education (Weight Training) Unit 2 Lesson Plan 1

### Lesson Plan 1: The Bench Press

**Course: Weight Training**

**Grade: 9-12**

**Pacing: 1-45 min. class**

**Unit #: 2**

**Lesson Plan: 1**

**LESSON TITLE: The Bench Press**

**ENDURING UNDERSTANDING: Students will be introduced to proper lifting techniques of the bench press.**

**GSE TO ADDRESS IN UNIT**

**MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns**

- A) Demonstrates proper spotting techniques for lifts and exercises as needed.
- B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts
- C) Demonstrates proper biomechanics for use of free weights and resistance machines

**MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- E) Meets increasingly higher levels of strength and endurance.
- H) Recognizes the importance of a variety of sets, repetitions, and workloads
- I) Performs a variety of upper and lower body lifts or exercises for muscular development.

**FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- D) Applies specificity, overload, and progression to increase the intensity of the workout
- G) Uses technologies to assess, enhance, and maintain health-related and skill-related fitness.
- K) Performs skills correctly during strength training conditioning and health related fitness.
- L) Improves performance for long term personal development and health.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.
- B) Exhibits the ability to demonstrate safe and responsible behavior.
- C) Identifies the difference between encouraging and discouraging progression while training.
- D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- A) Explains why participation in weight training is enjoyable and desirable either alone or in a group
- B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.

## Physical Education (Weight Training) Unit 2 Lesson Plan 1

<b>ASSESSMENTS:</b>		
<p style="text-align: center;"><b>DIAGNOSTIC</b></p> <p>Gauge where students are in their learning prior to beginning the lesson.</p> <ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<p style="text-align: center;"><b>FORMATIVE</b></p> <p>Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p> <ul style="list-style-type: none"> <li>Skill checks for various lifts</li> </ul>	<p style="text-align: center;"><b>SUMMATIVE</b></p> <p>Gauge student mastery of standards.</p> <ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b> Students will demonstrate the ability to perform the bench press with the proper technique with increasing weight and rep range. They will also demonstrate the free weight press.</p> <p><b>VOCABULARY:</b> Bench Press, Dumbbells, Barbell, Weight, Rep, Sets, Demand</p>		
<b>DIFFERENTIATED LEARNING</b>		
<p>To increase the challenge, students may increase weight at a faster pace and adjust their rep range to fit different needs. To decrease the challenge, students may use less weight or avoid increasing weight until they are comfortable.</p>		
<b>MATERIALS</b>		
<p><b>STUDENT EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>Appropriate workout clothes</li> <li>Optional straps</li> <li>Optional lifting powder</li> </ul>	<p><b>TEACHER EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>Multiple bench press machines</li> <li>Free weights at various weights</li> <li>Benches for free weight use</li> </ul>	
<p style="text-align: center;"><b>OPENING</b></p> <p style="text-align: center;"><b>Getting students ready to learn</b></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How do you maintain proper form while increasing weight?</li> <li>2. What are the main differences between using a barbell and dumbbells?</li> <li>3. What are two major safety considerations when you attempt a max bench press?</li> <li>4. What are the benefits of using a barbell? Using dumbbells?</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>After a student has had a proper warm-up (May come to class five minutes early), have them attempt a max bench press with the class observing. Be sure to have proper spotting and safety measures being taken.</p>	

## Physical Education (Weight Training) Unit 2 Lesson Plan 1

<b>FOCUS ACTIVITY</b>	<b>STUDENT AND TEACHER PROCEDURES:</b> <ul style="list-style-type: none"><li>• <b>Activity #1:</b> Students will be placed into groups of four to six students. Students will rotate within their groups to properly warm up. Students should begin with a weight light enough that they can complete 15 reps with ease. Attempt to pair students into groups based on their self-identified strength levels.</li><li>• <b>Activity #2:</b> After all students are warmed up, they may begin increasing their weight. Students should add 10-20 pounds to their bench press weight at a time, completing one set of ten reps at a time. Have students rotate within their group each attempting the same weight before adding weight again.</li><li>• <b>Activity #3:</b> Continue this approach until students begin lifting weight where only a few reps are achieved. Some students may continue adding weight while others achieve a ‘near max’ weight sooner. Have students continue lifting until they reach a max weight or near the max weight. Anytime a student can only achieve two to three reps with the weight should end the activity. When all students are at a point of lifting no more than three reps have them review a chart to determine what their max bench press would be based on the weight they used and how many reps they successfully lifted. Note** If you are limited on space or equipment, students may attempt lifts using free weights and you may split this activity into two days. Day one would be half the groups and the other groups would attempt their max press on day two.</li></ul>
<b>CLOSING</b>	<b>REVIEW:</b> Review with students the importance of safety while lifting a max press. Have an open discussion about the perceived benefits of knowing your max bench press and how that information could benefit you when lifting. For example, several lifting programs require you to lift a certain percentage of your max weight. Knowing what your max lift would be critical information in those programs.

## Physical Education (Weight Training) Unit 2 Lesson Plan 2

### Lesson Plan 2: The Squat

**Course: Weight Training**

**Grade: 9-12 Pacing: 1-45 min. class**

**Unit #: 2**

**Lesson Plan: 2**

#### **LESSON TITLE: The Squat**

**ENDURING UNDERSTANDING: Students will be introduced to the proper lifting technique to a squat using a barbell.**

#### **GSE TO ADDRESS IN UNIT**

**MOTOR SKILLS AND MOVEMENT PATTERNS PERG.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns**

- A) Demonstrates proper spotting techniques for lifts and exercises as needed.
- B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts
- C) Demonstrates proper biomechanics for use of free weights and resistance machines

**MOVEMENT CONCEPTS AND PRINCIPLES PERG.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- E) Meets increasingly higher levels of strength and endurance.
- H) Recognizes the importance of a variety of sets, repetitions, and workloads
- I) Performs a variety of upper and lower body lifts or exercises for muscular development.

**FITNESS PERG.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- D) Applies specificity, overload, and progression to increase the intensity of the workout
- G) Uses technologies to assess, enhance, and maintain health-related and skill-related fitness.
- K) Performs skills correctly during strength training conditioning and health related fitness.
- L) Improves performance for long term personal development and health.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PERG.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.
- B) Exhibits the ability to demonstrate safe and responsible behavior.
- C) Identifies the difference between encouraging and discouraging progression while training.
- D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PERG.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- A) Explains why participation in weight training is enjoyable and desirable either alone or in a group
- B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.

## Physical Education (Weight Training) Unit 2 Lesson Plan 2

<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Skill checks for various lifts</li> </ul>	<ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<b>CONCEPTS:</b> Squatting technique, Safety, Lumbar Support, Body Posture, Muscles Used		
<b>VOCABULARY:</b> Posture, Lumbar, Core, Quadriceps, Hamstrings, Glutes, Squat, Deep Squat, Front Squat, Squat Technique		
<b>DIFFERENTIATED LEARNING</b>		
To increase the challenge, students may increase weight at a faster pace and adjust their rep range to fit different needs. To decrease the challenge, students may use less weight or avoid increasing weight until they are comfortable.		
<b>MATERIALS</b>		
<b>STUDENT EQUIPMENT:</b>	<b>TEACHER EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>Proper workout clothes</li> <li>Optional lifting belt</li> <li>Appropriate closed-toe shoes</li> </ul>	<ul style="list-style-type: none"> <li>Squat Racks (To fit class needs)</li> <li>Barbells</li> <li>Various weight plates (To fit class needs)</li> </ul>	
<b>OPENING</b> <b>Getting students ready to learn</b>	<b>ESSENTIAL QUESTIONS:</b> <ol style="list-style-type: none"> <li>1. How do you maintain proper form while increasing weight?</li> <li>2. What are the main differences between using a barbell and dumbbells?</li> <li>3. What are two major safety considerations when you attempt a max squat?</li> <li>4. What are the benefits of using a barbell? Using dumbbells?</li> <li>5. How is a front squat different than a traditional squat?</li> <li>6. What muscles are used during a squat?</li> <li>7. At what point during a squat are you engaging more hamstrings? More quadriceps?</li> <li>8. How can you avoid lower back injuries during exercise?</li> </ol>	
	<b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b> Talk to students about all of the muscles used during a squat. Discuss that it involves more muscles than any other exercise and is an important part of any workout routine. Students should identify the muscles of the thighs, core, and glutes and how they are involved when exercising.	
<b>FOCUS ACTIVITY</b>	<b>STUDENT AND TEACHER PROCEDURES:</b> <ul style="list-style-type: none"> <li><b>Activity #1:</b> Students will be placed into groups of four to six students. Students will rotate within their groups to properly warm up. Students should begin with a weight light enough that they can complete 15 reps with ease. Attempt to pair students into groups based on their self-identified strength levels.</li> <li><b>Activity #2:</b> After all students are warmed up, they may begin increasing their weight. Students should add 10-20 pounds to their squat weight at a time, completing one set of ten reps at a time. Have students rotate within their group each attempting the same weight before adding weight again.</li> </ul>	

## Physical Education (Weight Training) Unit 2 Lesson Plan 2

	<ul style="list-style-type: none"><li>• <b>Activity #3:</b> Continue this approach until students begin lifting weight where only a few reps are achieved. Some students may continue adding weight while others achieve a 'near max' weight sooner. Have students continue lifting until they reach a max weight or near the max weight. Anytime a student can only achieve two to three reps with the weight should end the activity. When all students are at a point of lifting no more than three reps have them review a chart to determine what their max squat would be based on the weight they used and how many reps they successfully lifted.</li></ul>
<b>CLOSING</b>	<p><b>REVIEW:</b> Talk to the students about the dangers of squatting and how important safety is. Review how the class session went with them and how safety was and should be a top priority. Squatting can be dangerous when safety protocols are not followed due to the position of the weight. Safety bars should be utilized if installed on the squat racks. You may also discuss the major benefits of the squat and how it could improve certain physical aspects such as athletic improvements, leg shape, and strength, etc.</p>

## Physical Education (Weight Training) Unit 2 Lesson Plan 3

### Lesson Plan 3: Push Up Pyramid

<b>Course: Weight Training</b>	<b>Grade: 9-12</b>	<b>Pacing: 1-45 min. class</b>	<b>Unit #: 2</b>	<b>Lesson Plan: 3</b>
<b>LESSON TITLE: Push Up Pyramid</b>				
<b>ENDURING UNDERSTANDING: Students will learn the proper technique using an assisted push-up (Modified) and non-assisted push-ups to perform push up pyramids.</b>				
<b>GSE TO ADDRESS IN UNIT</b>				
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>				
A) Demonstrates proper spotting techniques for lifts and exercises as needed. B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts C) Demonstrates proper biomechanics for use of free weights and resistance machines				
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>				
E) Meets increasingly higher levels of strength and endurance. H) Recognizes the importance of a variety of sets, repetitions, and workloads I) Performs a variety of upper and lower body lifts or exercises for muscular development.				
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>				
D) Applies specificity, overload, and progression to increase the intensity of the workout G) Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. K) Performs skills correctly during strength training conditioning and health-related fitness. L) Improves performance for long term personal development and health.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>				
A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting. B) Exhibits the ability to demonstrate safe and responsible behavior. C) Identifies the difference between encouraging and discouraging progression while training. D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>				
A) Explains why participation in weight training is enjoyable and desirable either alone or in a group B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.				



## Physical Education (Weight Training) Unit 2 Lesson Plan 3

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Skill checks for various lifts</li> </ul>	<ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p><b>CONCEPTS:</b> Push Up Technique, Safety Considerations, Varying Push Up Styles</p> <p><b>VOCABULARY:</b> Push Up, Close Grip Push Up, Wide Grip Push Up</p>		
DIFFERENTIATED LEARNING		
<p>To increase the challenge students may attempt higher quantities of push-ups in the pyramid. Do not have students add weight on their backs as this can be dangerous.</p> <p>To decrease the challenge students may complete modified push-ups as needed. A modified push up is defined as a push up with the knees on the ground, but the back is still straight.</p>		
MATERIALS		
<b>STUDENT EQUIPMENT:</b>		<b>TEACHER EQUIPMENT:</b>
<ul style="list-style-type: none"> <li>Workout Attire</li> </ul>		<ul style="list-style-type: none"> <li>None Required</li> </ul>
<p><b>OPENING</b> Getting students ready to learn</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What is the proper pushup technique?</li> <li>2. How do you practice safety while completing a pushup?</li> <li>3. What muscles are being used during a pushup?</li> <li>4. What muscles are being targeted during a close grip push up? During a wide grip?</li> <li>5. What are the major benefits of doing pushups?</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>Begin the class by showing them a pushup ladder in a video (Can be located on LSD approved websites). A pushup ladder is completed by having a group of people complete push-ups in a row where each person places their feet on the shoulders of the person behind them. The entire the group does a push up at the same time.</p>	
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"> <li><b>Activity #1:</b> Introduce the class to the pushup pyramid. Students will work individually in this activity. Students will space out in an area large enough to accommodate the entire class. Have students complete one push up. Rest for five seconds. Then students will complete two, then three, then four, etc. Have students rest for five to ten seconds at the beginning between each set of push-ups. As they complete more push-ups then they can rest for longer periods. Time should be dictated based on your class and their fitness levels. Have students complete up to 15 at a time. Once they have completed 15 reps, students will begin working backward to one. They would complete 14 reps and then rest, then 13, then 12, etc. until they get back to one.</li> </ul>	

### Physical Education (Weight Training) Unit 2 Lesson Plan 3

	<ul style="list-style-type: none"><li>• <b>Activity #2:</b> Students will repeat activity one but will use a wide grip stance to complete the push-ups. They will go up to 15 and back down to one again.</li><li>• <b>Activity #3:</b> Students will repeat activity one but will use a close grip stance to complete the push-ups. This will be the more challenging of the three. Students will only complete a pyramid up to ten and will work back to one again.</li><li>• <b>Activity #4:</b> If time allows, students can complete the fourth push up the pyramid but will alternate grips. Have students begin at one and work their way to ten. Tell students they can only use each grip four times and then will be required to change their stance. For example, if students use a close grip for reps one through four then they cannot do any closer grip and must choose a neutral position or wide stance to complete five through eight.</li></ul>
<b>CLOSING</b>	<b>REVIEW:</b> Reflect on the importance of body weight exercises. Strength comes in different forms and completing a variety of exercises to develop a well-rounded strength is important. Body weight exercises are also easy to do at home or if there is a lack of equipment. Discuss different types of push-ups or push up exercises.

## Physical Education (Weight Training) Unit 2 Lesson Plan 4

### Lesson Plan 4: Shoulder Press

Course: Weight Training

Grade: 9-12

Pacing: 1-45 min. class

Unit #: 2

Lesson Plan: 4

#### LESSON TITLE: Shoulder Press

**ENDURING UNDERSTANDING: Students will learn the techniques of a shoulder press using a barbell and using dumbbells.**

#### GSE TO ADDRESS IN UNIT

**MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns**

- A) Demonstrates proper spotting techniques for lifts and exercises as needed.
- B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts
- C) Demonstrates proper biomechanics for use of free weights and resistance machines

**MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

- E) Meets increasingly higher levels of strength and endurance.
- H) Recognizes the importance of a variety of sets, repetitions, and workloads
- I) Performs a variety of upper and lower body lifts or exercises for muscular development.

**FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.**

- D) Applies specificity, overload, and progression to increase the intensity of the workout
- G) Uses technologies to assess, enhance, and maintain health-related and skill-related fitness.
- K) Performs skills correctly during strength training conditioning and health related fitness.
- L) Improves performance for long term personal development and health.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.**

- A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.
- B) Exhibits the ability to demonstrate safe and responsible behavior.
- C) Identifies the difference between encouraging and discouraging progression while training.
- D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- A) Explains why participation in weight training is enjoyable and desirable either alone or in a group
- B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.

## Physical Education (Weight Training) Unit 2 Lesson Plan 4

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Skill checks for various lifts</li> </ul>	<ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p><b>CONCEPTS:</b> Lifting Technique, Lumbar Support, Muscles Used During Lift, Safety</p> <p><b>VOCABULARY:</b> Deltoid, Triceps, Core, Lumbar, Lumbar Support, Strength, Press</p>		
DIFFERENTIATED LEARNING		
<p>To increase the challenge, students may increase weight at a faster pace and adjust their rep range to fit different needs. To decrease the challenge, students may use less weight or avoid increasing weight until they are comfortable.</p>		
MATERIALS		
<b>STUDENT EQUIPMENT:</b>	<b>TEACHER EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>Appropriate workout clothes</li> <li>Optional weight belt</li> <li>Appropriate closed-toe shoes</li> </ul>	<ul style="list-style-type: none"> <li>Barbells (Fit class needs)</li> <li>Dumbbells, Various Weights</li> <li>Weight Plates</li> </ul>	
<p><b>OPENING</b> <b>Getting students ready to learn</b></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What muscles are used during a shoulder press?</li> <li>2. What are the major benefits of the shoulder press during exercise?</li> <li>3. How do you maintain safety while performing the shoulder press?</li> <li>4. What are the key differences between using a barbell and using dumbbells when performing the shoulder press?</li> <li>5. How can you avoid lower back injuries during exercise?</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>The teacher will introduce the muscles being used during the warmup period. The students will split into small groups and will take turns warming up the muscles in the shoulders, arms, and core. Students can rotate through each warmup exercise and describe the muscles that they are using. Then introduce those muscles into the shoulder press technique.</p>	
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"> <li><b>Activity #1:</b> The teacher will demonstrate the two main types of shoulder press to be covered, the press with a barbell and the press using dumbbells. The teacher should use proper form and technique, emphasizing safety, and completing the full range of motion. Use light weight regardless of strength and point out that warmups should not be heavy regardless of strength. Review key points to the lift and safety considerations.</li> </ul>	

## Physical Education (Weight Training) Unit 2 Lesson Plan 4

	<ul style="list-style-type: none"><li>• <b>Activity #2:</b> Have students split into small groups. Students may choose if they want to lift using a barbell or dumbbells. Have them warm up the movement by performing the shoulder press with a lightweight. Have them complete two warm-up sets to fifteen repetitions.</li><li>• <b>Activity #3:</b> Students will begin adding weight to the barbell or increase the weight of the dumbbells. Students should perform sets of ten to fifteen at a time and then rotate to allow their group members to also complete the sets. Continue adding weight and complete more sets until time has expired. Set a goal for the groups to complete. For example: Each student should complete the warmup sets and at least six sets total. Two warm-up sets, two medium weight sets, and two heavy sets. Allow the appropriate time for rest between sets. This time may be dependent on how heavy the sets are and the conditioning level of the students.</li></ul>
<b>CLOSING</b>	<b>REVIEW:</b> Have the students complete a cool down by completing arm circles and stretching the muscles they used. Have them spend extra time cooling down muscles they feel are extra sore or tight. Have them reflect on the importance of shoulder safety as it is one of the major points of injury or damage along with the lower back throughout lifetimes.

## Physical Education Weight Training: Unit #3: Unit Name Isolation Movements and Lifts

### Unit #3: Unit Name Isolation Movements and Lifts

<b>Course:</b> Weight Training	<b>UNIT #3:</b> Isolation Movements and Lifts	<b>PACING:</b> 4 Weeks
<b>UNIT FOCUS:</b> Isolation Movements, Benefits of Isolation Exercises, Lifting Techniques		
<b>STANDARDS AND ELEMENTS</b>		
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>		
A) Demonstrates proper spotting techniques for lifts and exercises as needed. B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts C) Demonstrates proper biomechanics for use of free weights and resistance machines		
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>		
E) Meets increasingly higher levels of strength and endurance. H) Recognizes the importance of a variety of sets, repetitions, and workloads I) Performs a variety of upper and lower body lifts or exercises for muscular development.		
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>		
D) Applies specificity, overload, and progression to increase the intensity of the workout G) Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. K) Performs skills correctly during strength training conditioning and health related fitness. L) Improves performance for long term personal development and health.		
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>		
A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting. B) Exhibits the ability to demonstrate safe and responsible behavior. C) Identifies the difference between encouraging and discouraging progression while training. D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.		
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>		
A) Explains why participation in weight training is enjoyable and desirable either alone or in a group B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.		
<b>EXAMPLE LESSON PLANS</b>		
1) Isolation Movements and their Importance 2) Bicep Curls 3) Triceps Kick Backs 4) Six Pack Training		
<b>EXAMPLE ASSESSMENTS</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
Observations	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Self-Assessments on a 3,2,1 scale</li> <li>• Peer to peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Formal skills checklist that aligns with the standards</li> </ul>
<b>SUPPLEMENTAL RESOURCES</b>		
American College of Sport Medicine: <a href="http://www.acsm.org">www.acsm.org</a>		

## Physical Education (Weight Training) Unit 3 Lesson Plan 1

### Lesson Plan 1: Isolation Movements and their Importance.

<b>Course: Weight Training</b>	<b>Grade: 9-12</b>	<b>Pacing: 1-45 min. class</b>	<b>Unit #: 3</b>	<b>Lesson Plan: 1</b>
<b>LESSON TITLE: Isolation Movements and their Importance.</b>				
<b>ENDURING UNDERSTANDING: Students will learn about various isolation movements and their role and function in weight training.</b>				
<b>GSE TO ADDRESS IN UNIT</b>				
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>				
A) Demonstrates proper spotting techniques for lifts and exercises as needed.				
B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts				
C) Demonstrates proper biomechanics for use of free weights and resistance machines				
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>				
E) Meets increasingly higher levels of strength and endurance.				
H) Recognizes the importance of a variety of sets, repetitions, and workloads				
I) Performs a variety of upper and lower body lifts or exercises for muscular development.				
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>				
D) Applies specificity, overload, and progression to increase the intensity of the workout				
G) Uses technologies to assess, enhance, and maintain health-related and skill-related fitness.				
K) Performs skills correctly during strength training conditioning and health related fitness.				
L) Improves performance for long term personal development and health.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>				
A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.				
B) Exhibits the ability to demonstrate safe and responsible behavior.				
C) Identifies the difference between encouraging and discouraging progression while training.				
D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction</b>				
A) Explains why participation in weight training is enjoyable and desirable either alone or in a group				
B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.				

## Physical Education (Weight Training) Unit 3 Lesson Plan 1

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Skill checks for various lifts</li> <li>Progress Checks, Written</li> </ul>	<ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p><b>CONCEPTS:</b> Shaping, Toning, Targeted Training, Focus Lifting, Isolation Movements, Burn Out Technique</p> <p><b>VOCABULARY:</b> Shape, Tone, Target, Isolation, Compound, Pre-Exhaust, Lift, Movement</p>		
DIFFERENTIATED LEARNING		
<p>To increase challenge students may learn more advanced techniques/lifts.</p> <p>To decrease challenge students may learn more simple techniques/lifts.</p>		
MATERIALS		
<p><b>STUDENT EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>None Needed</li> </ul>		<p><b>TEACHER EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>Computer</li> <li>Projector/Screen</li> <li>Weights (As Needed)</li> <li>Machines (As Needed)</li> <li>Ropes/Handles (As Needed)</li> </ul>
<p><b>OPENING</b> <b>Getting students ready to learn</b></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What is an isolation movement?</li> <li>2. How does an isolation movement differ from a compound movement?</li> <li>3. What are the main benefits of isolation movements?</li> <li>4. When should you incorporate isolation movements into your workout routine?</li> <li>5. What is pre-exhausting and what is the benefit?</li> <li>6. How can you add isolation movements to your workout to ‘burn out’ a muscle/muscle group?</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>The teacher will introduce the class to isolation movements as their own workout. Students may have already been introduced to them in prior workouts. Discuss the main benefits and review all of the muscles that can be trained using isolation movements.</p>	
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"> <li><b>Activity #1:</b> Discuss with the class the difference between isolation movements and compound movements. Isolation movements target specific muscles and are trained using minimal assistance from other muscle groups. For example: A squat uses several muscle groups to complete the exercise including your quads, hamstrings, core, and glutes. To target your quads alone a leg extension would be better, so you are not using your hamstrings to assist in the lift.</li> </ul>	



## Physical Education (Weight Training) Unit 3 Lesson Plan 1

	<ul style="list-style-type: none"><li>• <b>Activity #2:</b> Review several different muscle groups to introduce the concept in a variety of lifts. You may discuss all muscle groups or choose a few to introduce. This may depend on time or your class environment.</li><li>• <b>Activity #3:</b> Have students create a list of the different muscle groups. Shoulders, Abs, Legs, Back, Chest, Arms. Have the students research and write down two different isolation movements per muscle group. They cannot use any that were given as an example earlier in this lesson.</li><li>• <b>Activity #4:</b> Create a list as a class by having students share their list. Each student can write down any others that are shared that were not originally on their list. When class ends each student should have the same list with several lifts per muscle group.</li></ul>
<b>CLOSING</b>	<b>REVIEW:</b> Review the main benefits of isolation training with the class as a whole. Remind the students that when they begin the hands-on training portion of this unit, they should feel the benefit directly within the muscle. Have students talk about personal fitness goals they may have and how isolation movements would help achieve those goals.

## Physical Education (Weight Training) Unit 3 Lesson Plan 2

### Lesson Plan 2: Bicep Curls

<b>Course: Weight Training</b>	<b>Grade: 9-12</b>	<b>Pacing: 1-45 min. class</b>	<b>Unit #: 3</b>	<b>Lesson Plan: 2</b>
<b>LESSON TITLE: Bicep Curls</b>				
<b>ENDURING UNDERSTANDING: Students will learn about different types of bicep curls and how to target the specific muscles in the bicep and forearm.</b>				
<b>GSE TO ADDRESS IN UNIT</b>				
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>				
A) Demonstrates proper spotting techniques for lifts and exercises as needed. B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts C) Demonstrates proper biomechanics for use of free weights and resistance machines				
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>				
E) Meets increasingly higher levels of strength and endurance. H) Recognizes the importance of a variety of sets, repetitions, and workloads I) Performs a variety of upper and lower body lifts or exercises for muscular development.				
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>				
D) Applies specificity, overload, and progression to increase the intensity of the workout G) Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. K) Performs skills correctly during strength training conditioning and health related fitness. L) Improves performance for long term personal development and health.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>				
A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting. B) Exhibits the ability to demonstrate safe and responsible behavior. C) Identifies the difference between encouraging and discouraging progression while training. D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>				
A) Explains why participation in weight training is enjoyable and desirable either alone or in a group B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.				

## Physical Education (Weight Training) Unit 3 Lesson Plan 2

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Skill checks for various lifts</li> </ul>	<ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p><b>CONCEPTS:</b> Bicep Training, Isolation Movements, Targeted Training</p> <p><b>VOCABULARY:</b> Biceps, Forearm, Biceps Brachii, Long Head, Short Head, Brachialis, Curl (Various Movements)</p>		
DIFFERENTIATED LEARNING		
<p>To increase challenge students may increase weight at their own pace but cannot change the exercises during this lesson. To decrease challenge students may use a lighter weight or use a bicep curl machine instead of free weights.</p>		
MATERIALS		
<p><b>STUDENT EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>Workout Clothes</li> <li>Optional Lifting Straps</li> </ul>	<p><b>TEACHER EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>Free Weights, Various Weights</li> <li>Bicep Curls Machines (As Needed)</li> <li>Curl Bars</li> <li>Weight Plates (As Needed)</li> </ul>	
<p><b>OPENING</b> Getting students ready to learn</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What are the muscles of the bicep?</li> <li>2. What are the benefits of using isolation movements to train the biceps?</li> <li>3. How do you target the biceps without involving other muscles?</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>Show the class several different pictures of biceps. You may show some that are from different people, both men, and women with varying fitness levels. Discuss the benefits of training the biceps and how that would help other exercises such as lifting the back muscles.</p>	
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"> <li><b>Activity #1:</b> The teacher should display a diagram of the various muscles in the arm. Discuss what muscles make up a larger portion of the arm. Students may say the biceps because that is what people generally look at when flexing the arm muscles but the triceps are actually larger. You may introduce the terms bi and tri as they are relative to the number of heads in the muscle group(s). Review the different muscles of the arm.</li> <li><b>Activity #2:</b> Discuss how to train the arm using various isolation movements. Today students will learn different biceps curls. Introduce different exercises using free weights, curl bars, barbells, and other equipment. Have students infer and discuss how they could train the forearm muscles.</li> </ul>	

## Physical Education (Weight Training) Unit 3 Lesson Plan 2

	<ul style="list-style-type: none"><li>• <b>Activity #3:</b> Have students break off into pairs or groups of three. Tell the students to create their own workout and record what they accomplish. Give minimal guidelines but have students write down every exercise and weight used. Be sure to review safety guidelines prior to exercising. Students will turn in their daily activity log at the end of class. The main goal of the assignment is for students to get a good workout and use a variety of lifts to target different muscles using isolation movements. The teacher should walk around the class checking for good techniques and answer questions about targeting different muscles. For example, a hammer curl would target a different muscle than a regular biceps curl.</li></ul>
<b>CLOSING</b>	<b>REVIEW:</b> Ask the class if everyone thought they got a good workout. Students that raise their hand may discuss what they did that was beneficial. Students that did not raise their hand should reflect on what they could do differently the next time they complete this workout.

## Physical Education (Weight Training) Unit 3 Lesson Plan 3

### Lesson Plan 3: Triceps and Kick Backs

<b>Course: Weight Training</b>	<b>Grade: 9-12</b>	<b>Pacing: 1-45 min. class</b>	<b>Unit #: 3</b>	<b>Lesson Plan: 3</b>
<b>LESSON TITLE: Triceps Kick Backs</b>				
<b>ENDURING UNDERSTANDING: Students will learn about different versions of the triceps kickback and how to target specific muscles of the triceps.</b>				
<b>GSE TO ADDRESS IN UNIT</b>				
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>				
A) Demonstrates proper spotting techniques for lifts and exercises as needed. B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts C) Demonstrates proper biomechanics for use of free weights and resistance machines				
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>				
E) Meets increasingly higher levels of strength and endurance. H) Recognizes the importance of a variety of sets, repetitions, and workloads I) Performs a variety of upper and lower body lifts or exercises for muscular development.				
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>				
D) Applies specificity, overload, and progression to increase the intensity of the workout G) Uses technologies to assess, enhance, and maintain health-related and skill-related fitness. K) Performs skills correctly during strength training conditioning and health related fitness. L) Improves performance for long term personal development and health.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>				
A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting. B) Exhibits the ability to demonstrate safe and responsible behavior. C) Identifies the difference between encouraging and discouraging progression while training. D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>				
A) Explains why participation in weight training is enjoyable and desirable either alone or in a group B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.				

## Physical Education (Weight Training) Unit 3 Lesson Plan 3

<b>ASSESSMENTS:</b>		
<p style="text-align: center;"><b>DIAGNOSTIC</b></p> <p>Gauge where students are in their learning prior to beginning the lesson.</p> <ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<p style="text-align: center;"><b>FORMATIVE</b></p> <p>Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.</p> <ul style="list-style-type: none"> <li>Skill checks for various lifts</li> </ul>	<p style="text-align: center;"><b>SUMMATIVE</b></p> <p>Gauge student mastery of standards.</p> <ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b> Isolation Movements, Compound Movements, Targeted Training, Triceps Extensions, Various Kickbacks, Body Posture</p> <p><b>VOCABULARY:</b> Triceps, Triceps Kickbacks, Triceps Extensions, Extending, Contracting, Triceps Brachii, Medial Head, Long Head, Lateral Head</p>		
<b>DIFFERENTIATED LEARNING</b>		
<p>To increase challenge students may increase the weight being used or advance to more advanced techniques/lifts. To decrease challenge students may decrease the weight and adjust the rep range as needed.</p>		
<b>MATERIALS</b>		
<p><b>STUDENT EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>Workout Clothes</li> <li>Optional Lifting Straps</li> </ul>	<p><b>TEACHER EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>Free Weights (Various Weights)</li> <li>Curl Bars</li> <li>Weight Plates (As Needed)</li> <li>Ropes (As Needed)</li> </ul>	
<p style="text-align: center;"><b>OPENING</b></p> <p style="text-align: center;"><b>Getting students ready to learn</b></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What are the muscles of the triceps?</li> <li>2. What are the benefits of training the triceps using isolation movements?</li> <li>3. What other exercises involve the triceps that are not isolation movements?</li> <li>4. What exercises would target the triceps using isolation movements?</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>Discuss and analyze the different forms of triceps kickbacks. There are a few that are similar, but the body positioning is different. You may complete some standing up, some bent over and some laying down. It is an easy way to make small adjustments that create a different exercise, but all target the triceps muscles using isolation movements. The teacher may demonstrate as needed.</p>	

**Physical Education (Weight Training) Unit 3 Lesson Plan 3**

<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"><li>• <b>Activity #1:</b> The teacher will review the muscles of the triceps and discuss movements that target those muscles. Discuss how isolation movements and compound movements are different but they both involve the triceps muscles.</li><li>• <b>Activity #2:</b> Discuss how to train the arm using various isolation movements. Today students will learn different triceps movements. Introduce different exercises using free weights, curl bars, barbells, and other equipment. Have students infer and discuss how they could train the triceps muscles.</li><li>• <b>Activity #3:</b> Have students break off into pairs or groups of three. Tell the students to create their own workout and record what they accomplish. Give minimal guidelines but have students write down every exercise and weight used. Be sure to review safety guidelines prior to exercising. Students will turn in their daily activity log at the end of class. The main goal of the assignment is for students to get a good workout and use a variety of lifts to target different muscles using isolation movements. The teacher should walk around the class checking for good techniques and answer questions about targeting different muscles.</li></ul> <p>NOTE** This should be a build on from the biceps activity already completed.</p> <p>Exercises: Standing Triceps Extensions, Bent Over Kickbacks, Standing Press Down (Using rope or bar), Overhead Extensions (Using two hands), Bent Over Kickbacks (Using rope)</p>
<p><b>CLOSING</b></p>	<p><b>REVIEW:</b></p> <p>Students should reflect if they feel they got a good workout. Discuss the benefits of different exercises. Did students like one exercise more than the other? Why or why not?</p>

## Physical Education (Weight Training) Unit 3 Lesson Plan 4

### Lesson Plan 4: Six Pack Training

<b>Course: Weight Training</b>	<b>Grade: 9-12</b>	<b>Pacing: 1-45 min. class</b>	<b>Unit #: 3</b>	<b>Lesson Plan: 4</b>
<b>LESSON TITLE: Six Pack Training</b>				
<b>ENDURING UNDERSTANDING: Students will learn about and practice various abdominal muscle exercises using movements to target specific abdominal muscles.</b>				
<b>GSE TO ADDRESS IN UNIT</b>				
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>				
A) Demonstrates proper spotting techniques for lifts and exercises as needed.				
B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts				
C) Demonstrates proper biomechanics for use of free weights and resistance machines				
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>				
E) Meets increasingly higher levels of strength and endurance.				
H) Recognizes the importance of a variety of sets, repetitions, and workloads				
I) Performs a variety of upper and lower body lifts or exercises for muscular development.				
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>				
D) Applies specificity, overload, and progression to increase the intensity of the workout				
G) Uses technologies to assess, enhance, and maintain health-related and skill-related fitness.				
K) Performs skills correctly during strength training conditioning and health related fitness.				
L) Improves performance for long term personal development and health.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>				
A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.				
B) Exhibits the ability to demonstrate safe and responsible behavior.				
C) Identifies the difference between encouraging and discouraging progression while training.				
D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>				
A) Explains why participation in weight training is enjoyable and desirable either alone or in a group				
B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.				



## Physical Education (Weight Training) Unit 3 Lesson Plan 4

ASSESSMENTS:		
<b>DIAGNOSTIC</b> Gauge where students are in their learning prior to beginning the lesson.	<b>FORMATIVE</b> Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	<b>SUMMATIVE</b> Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>• Verbal Questioning</li> <li>• Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Skill checks for various lifts</li> </ul>	<ul style="list-style-type: none"> <li>• Final skill check(s)</li> </ul>
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p><b>CONCEPTS:</b> Abdominal Exercises, Core Exercises, Core Strength, Flexibility</p> <p><b>VOCABULARY:</b> Abdominal Rectus, Core, Obliques, Lumbar, Flexibility, Isolation Movements, Compound Movements</p>		
DIFFERENTIATED LEARNING		
<p>To increase the challenge students may add a small amount of weight to certain exercises such as sit-ups and roman twists.</p> <p>To decrease the challenge students may complete exercises at a slower rate or decrease the reps attempted.</p>		
MATERIALS		
<p><b>STUDENT EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Workout Clothes</li> <li>• Personal Mat (Optional)</li> </ul>		<p><b>TEACHER EQUIPMENT:</b></p> <ul style="list-style-type: none"> <li>• Mats</li> <li>• Medicine Balls (As Needed)</li> <li>• Free Weights (As Needed)</li> <li>• Computer</li> <li>• Screen or Projector</li> </ul>
<p><b>OPENING</b> Getting students ready to learn</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What are ten different abdominal/core exercises?</li> <li>2. What are the key differences between abdominal exercises and core exercises?</li> <li>3. How do you target specific areas of the abdomen during exercise?</li> <li>4. What are the main benefits of building core strength?</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>Ask the students why they think it is important to develop core strength and why that becomes more important as we age. Have students discuss the physical benefits and also the mental/emotional benefits. Do students feel that abs are more visually appealing than physically relevant?</p>	
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"> <li>• <b>Activity #1:</b> Review ten different abdominal/core exercises using a video or demonstration. Have the students write down the name of each exercise as they are completed. Have them write next to the name if they think it works out strictly abdominal muscles or if they think it is a core exercise that involves a variety of muscles. Then review the correct answers and have them write the correct answer next to their guess.</li> </ul>	

## Physical Education (Weight Training) Unit 3 Lesson Plan 4

	<ul style="list-style-type: none"><li>• <b>Activity #2:</b> Have students each take a spot on the ground or a mat (If available). As a whole group has students complete each exercise so that they are written. The teacher will call out the exercise and also the reps as they are completed. Reps may differ depending on class needs and fitness levels. Students may use small weights or medicine balls to increase the challenge.</li><li>• <b>Activity #3:</b> If time allows then students will repeat certain exercises or all of them, but you may change the rep range. Certain exercises could increase the easier reps (I.E. Sit-ups) and certain exercises may decrease the reps that are harder (I.E. Leg Lifts)</li></ul>
<b>CLOSING</b>	<b>REVIEW:</b> Have students reflect on their favorite or least favorite exercises. Which ones do they feel build more strength and which ones build more muscular endurance? Why is it important to have both in your exercise program?

# Physical Education Weight Training : Unit #4: Unit Name Program Development and Fitness Assessment

## Unit4: Program Development and Fitness Assessment

<b>Course:</b> Weight Training	<b>UNIT #4:</b> Program Development and Fitness Assessment	<b>PACING:</b> 4 Weeks
<b>UNIT FOCUS:</b> Individualized Workout Plans, Strength Training for Life, Georgia Fitness Assessment		
<b>STANDARDS AND ELEMENTS</b>		
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>		
<ul style="list-style-type: none"> <li>A) Demonstrates proper spotting techniques for lifts and exercises as needed.</li> <li>B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts</li> <li>D) Demonstrates independent learning of movement skills and patterns for speed and agility</li> <li>E) Demonstrates proper posture, form, and flexibility in weight training</li> </ul>		
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>		
<ul style="list-style-type: none"> <li>E) Meets increasingly higher levels of strength and endurance.</li> <li>F) Identifies various exercises to enhance the development of muscle groups.</li> <li>G) Charts progress in a variety of upper and lower body lifts</li> </ul>		
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>		
<ul style="list-style-type: none"> <li>A) Designs and implements a strength and conditioning plan that supports a healthy lifestyle</li> <li>B) Creates a fitness plan for life changes.</li> <li>C) Establishes goals for skill-based strength training and conditioning by using progressive variations.</li> <li>E) Participates in the Georgia criterion-referenced, health-related fitness assessment with teacher supervision and guidance</li> <li>F) Evaluates current fitness scores on the Georgia Fitness Assessment</li> <li>H) Analyzes the relationship between physical activity and longevity</li> <li>I) Evaluates the relationship between exercise (fitness) and nutrition (activity progression log).</li> <li>J) Explains the effect exercise has on metabolism.</li> <li>K) Improves performance for long term personal development and health.</li> </ul>		
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>		
<ul style="list-style-type: none"> <li>A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.</li> <li>B) Exhibits the ability to demonstrate safe and responsible behavior.</li> <li>C) Identifies the difference between encouraging and discouraging progression while training.</li> <li>D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.</li> </ul>		
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>		
<ul style="list-style-type: none"> <li>A) Explains why participation in weight training is enjoyable and desirable either alone or in a group</li> <li>B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.</li> </ul>		
<b>EXAMPLE LESSON PLANS</b>		
<ul style="list-style-type: none"> <li>1) Personal Fitness Plans</li> <li>2) Lifelong Fitness Planning</li> <li>3) Georgia Fitness Assessment</li> <li>4) Cardiovascular Endurance</li> </ul>		

**Physical Education Weight Training : Unit #4: Unit Name Program Development and Fitness Assessment**

EXAMPLE ASSESSMENTS		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
Observations	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Self-Assessments on a 3,2,1 scale</li> <li>• Peer to peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Formal skills checklist that aligns with the standards</li> </ul>
SUPPLEMENTAL RESOURCES		
American College of Sport Medicine: <a href="http://www.acsm.org">www.acsm.org</a>		

SAMPLE

## Physical Education (Weight Training) Unit 4 Lesson Plan 1

### Lesson Plan 1: Personal Fitness Plans

<b>Course: Weight Training</b>	<b>Grade: 9-12</b>	<b>Pacing: 1-45 min. class</b>	<b>Unit #: 4</b>	<b>Lesson Plan: 1</b>
<b>LESSON TITLE: Personal Fitness Plans</b>				
<b>ENDURING UNDERSTANDING: Students will reflect on their fitness goals in order to create a personalized fitness plan that includes various lifts, exercises, and goals.</b>				
<b>GSE TO ADDRESS IN UNIT</b>				
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>				
A) Demonstrates proper spotting techniques for lifts and exercises as needed.				
B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts				
D) Demonstrates independent learning of movement skills and patterns for speed and agility				
E) Demonstrates proper posture, form, and flexibility in weight training				
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>				
E) Meets increasingly higher levels of strength and endurance.				
F) Identifies various exercises to enhance the development of muscle groups.				
G) Charts progress in a variety of upper and lower body lifts				
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>				
A) Designs and implements a strength and conditioning plan that supports a healthy lifestyle				
B) Creates a fitness plan for life changes.				
C) Establishes goals for skill-based strength training and conditioning by using progressive variations.				
E) Participates in the Georgia criterion-referenced, health-related fitness assessment with teacher supervision and guidance				
F) Evaluates current fitness scores on the Georgia Fitness Assessment				
H) Analyzes the relationship between physical activity and longevity				
I) Evaluates the relationship between exercise (fitness) and nutrition (activity progression log).				
J) Explains the effect exercise has on metabolism.				
L) Improves performance for long term personal development and health.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>				
A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.				
B) Exhibits the ability to demonstrate safe and responsible behavior.				
C) Identifies the difference between encouraging and discouraging progression while training.				
D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>				
A) Explains why participation in weight training is enjoyable and desirable either alone or in a group				
B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.				

## Physical Education (Weight Training) Unit 4 Lesson Plan 1

ASSESSMENTS:		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Final check(s)</li> </ul>
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p><b>CONCEPTS:</b> Fitness Plan, Fitness Goals, Health Goals, Wellness Goals, Exercises, Cardio, Sports or Sport Specific Training</p> <p><b>VOCABULARY:</b> Fitness Plan, Fitness Goal, Health Goal, Wellness, Wellness Goals, Cardiovascular, Strength Training, Sport Specific Training (May depend on sports students list), Body Weight Exercises</p>		
DIFFERENTIATED LEARNING		
Students should not increase or decrease the challenge during this lesson. Each student should write their fitness plan to achieve specific personal goals they have.		
MATERIALS		
<b>STUDENT EQUIPMENT:</b>	<b>TEACHER EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>Paper</li> <li>Writing Utensil</li> <li>Computer/Technology (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>Computer</li> <li>Writing Utensils</li> <li>Paper</li> </ul>	
<b>OPENING</b> <b>Getting students ready to learn</b>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What is health? Wellness? What is the difference?</li> <li>2. How do your fitness goals help you achieve health and wellness?</li> <li>3. Why is safety a vital part of any workout program?</li> <li>4. Why is cardiovascular training important with any healthy workout program?</li> <li>5. What are the main benefits of having variety in your training program?</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>Have students create a vision board using only words as a class. Have them write down words on the board that describe their fitness goals in life. Examples may include fit, skinny, muscular, toned, healthy, amazing, awesome, etc.</p>	
<b>FOCUS ACTIVITY</b>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"> <li><b>Activity #1:</b> Have the students think about their own goals and write them at the top of their paper. What goals do they have in life-related to being healthy? Then have them write down things they could do that would help them achieve those goals. Start creating an outline based on their thinking.</li> </ul>	

## Physical Education (Weight Training) Unit 4 Lesson Plan 2

	<p>NOTE** This lesson may take several days to complete.</p> <ul style="list-style-type: none"><li>• <b>Activity #2:</b> Have students begin working on their fitness plans. Have them neatly write down their health goal and list things that they can do to help them achieve those goals. After each step in the plan have them list very specific things they can do. For example:  Large Goal: To be athletic and muscular. -I can work out five times a week. -I can eat healthy foods that build muscle. -I can lift weights and do cardio-based workouts. -I can incorporate bodyweight exercises into my workouts.</li></ul> <p>(You may introduce the concept of goal setting. Use goals that are more specific, on a timeline, that are achievable and personal to the student)</p> <p>After each small goal, have them list the specific things they can do. For example, it says I can work out five times a week. Have them write out very specific and detailed workouts they can do. It also says eat healthy foods: Have them write out specific foods they can eat to help achieve their goals.</p>
<b>CLOSING</b>	<p><b>REVIEW:</b> At the end of this lesson, each day have students think about things they might be missing. Ask the students if they thought about how nutrition would impact their plans and how proper nutrition would help them reach their goals. As this lesson may take several days to complete, each day can provide reflection time for students to make changes before the final draft is turned in.</p>

## Physical Education (Weight Training) Unit 4 Lesson Plan 2

### Lesson Plan 2: Lifelong Fitness Planning

Course: Weight Training

Grade: 9-12

Pacing: 1-45 min. class

Unit #: 4

Lesson Plan: 2

#### LESSON TITLE: Lifelong Fitness Planning

**ENDURING UNDERSTANDING:** Students will analyze their fitness plan and goals and hypothesize how those goals will change as they get older.

#### GSE TO ADDRESS IN UNIT

**MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1** The physically educated student demonstrates competency in a variety of motor skills and movement patterns

- A) Demonstrates proper spotting techniques for lifts and exercises as needed.
- B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts
- D) Demonstrates independent learning of movement skills and patterns for speed and agility
- E) Demonstrates proper posture, form, and flexibility in weight training

**MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2** The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- E) Meets increasingly higher levels of strength and endurance.
- F) Identifies various exercises to enhance the development of muscle groups.
- G) Charts progress in a variety of upper and lower body lifts

**FITNESS PEWT.3** The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- A) Designs and implements a strength and conditioning plan that supports a healthy lifestyle
- B) Creates a fitness plan for life changes.
- C) Establishes goals for skill-based strength training and conditioning by using progressive variations.
- E) Participates in the Georgia criterion-referenced, health-related fitness assessment with teacher supervision and guidance
- F) Evaluates current fitness scores on the Georgia Fitness Assessment
- H) Analyzes the relationship between physical activity and longevity
- I) Evaluates the relationship between exercise (fitness) and nutrition (activity progression log).
- J) Explains the effect exercise has on metabolism.
- L) Improves performance for long term personal development and health.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4** The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.
- B) Exhibits the ability to demonstrate safe and responsible behavior.
- C) Identifies the difference between encouraging and discouraging progression while training.
- D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5** The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- A) Explains why participation in weight training is enjoyable and desirable either alone or in a group
- B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.



## Physical Education (Weight Training) Unit 4 Lesson Plan 2

<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Final check(s)</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b> Fitness Plan, Fitness Goals, Health Goals, Wellness Goals, Exercises, Cardio, Sports or Sport Specific Training, How the Body Ages</p> <p><b>VOCABULARY:</b> Fitness Plan, Fitness Goal, Health Goal, Wellness, Wellness Goals, Cardiovascular, Strength Training, Sport Specific Training (May depend on sports students list), Body Weight Exercises, Aging Process</p>		
<b>DIFFERENTIATED LEARNING</b>		
<p>To increase challenge students may give a more detailed explanation and description of their timeline.</p> <p>To decrease challenge students may have extra time on an assignment or can work in small groups to help stimulate ideas.</p>		
<b>MATERIALS</b>		
<b>STUDENT EQUIPMENT:</b> <ul style="list-style-type: none"> <li>Paper</li> <li>Writing Utensils</li> </ul>	<b>TEACHER EQUIPMENT:</b> <ul style="list-style-type: none"> <li>Computer</li> <li>Writing Utensils</li> <li>Paper</li> </ul>	
<b>OPENING</b> <b>Getting students ready to learn</b>	<b>ESSENTIAL QUESTIONS:</b> <ol style="list-style-type: none"> <li>1. How do your fitness goals help you achieve health and wellness as you age?</li> <li>2. How do you think your training will change over time?</li> <li>3. Why is safety a vital part of any workout program?</li> <li>4. How does cardiovascular training benefit you as you age?</li> <li>5. What are the main benefits of having variety in your training program?</li> <li>6. How do you think your goals will change as you get older?</li> </ol>	
<b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b> This lesson builds off of a prior lesson from Unit 4 Lesson Plan 1. They should use their personal goals to help them hypothesize the changes they will make as they get older. Discuss with students your personal experience with health and wellness and introduce them to some of the changes that were made as you aged. Personal experience is a great teaching tool and students may feel more comfortable knowing this is a normal part of life. If you are not comfortable, bring in a guest speaker to talk about these changes.		

### Physical Education (Weight Training) Unit 4 Lesson Plan 3

<b>FOCUS ACTIVITY</b>	<b>STUDENT AND TEACHER PROCEDURES:</b> <ul style="list-style-type: none"><li>• <b>Activity #1:</b> Students should create a timeline. Each section of the timeline should be a decade of their life. 10's, 20's, 30's, etc. Students should color coordinate the timeline. Once students have drawn out their timeline, they should begin hypothesizing how their workouts will change.</li><li>• <b>Activity #2:</b> Students should write down notes about changes they may make. Think about safety and how it changes from your teenage years to being 50 or 60 years old. Each decade should include basic notes about their goals and how workouts will change over time. For example, in their teen's students may want to build a strong foundation for weight training. In their 20's they may want to significantly increase strength and muscular development. In their 30's, 40's or 50's they may lift a lighter weight and incorporate more cardio to keep a strong heart and limit the risk of disease as they get older. It also helps with risk management and safety.</li></ul>
<b>CLOSING</b>	<b>REVIEW:</b> <p>To conclude, talk with the students and engage them in conversation about the importance of safety and that it becomes more relevant and important as they age. Have them discuss how injuries in your teenage years can affect you later in life even if you do not realize it at the time. Reflect on how the body ages and maintaining a strong heart is important at any age.</p>

## Physical Education (Weight Training) Unit 4 Lesson Plan 3

### Lesson Plan 3: Georgia Fitness Assessment

Course: Weight Training	Grade: 9-12	Pacing: 1-45 min. class	Unit #: 4	Lesson Plan: 3
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#### LESSON TITLE: Georgia Fitness Assessment

**ENDURING UNDERSTANDING:** Students will participate in the Georgia Fitness Assessment (Pacer Test) as prescribed by current protocols.

#### GSE TO ADDRESS IN UNIT

**MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1** The physically educated student demonstrates competency in a variety of motor skills and movement patterns

- A) Demonstrates proper spotting techniques for lifts and exercises as needed.
- B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts
- D) Demonstrates independent learning of movement skills and patterns for speed and agility
- E) Demonstrates proper posture, form, and flexibility in weight training

**MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2** The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- E) Meets increasingly higher levels of strength and endurance.
- F) Identifies various exercises to enhance the development of muscle groups.
- G) Charts progress in a variety of upper and lower body lifts

**FITNESS PEWT.3** The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- A) Designs and implements a strength and conditioning plan that supports a healthy lifestyle
- B) Creates a fitness plan for life changes.
- C) Establishes goals for skill-based strength training and conditioning by using progressive variations.
- E) Participates in the Georgia criterion-referenced, health-related fitness assessment with teacher supervision and guidance
- F) Evaluates current fitness scores on the Georgia Fitness Assessment
- H) Analyzes the relationship between physical activity and longevity
- I) Evaluates the relationship between exercise (fitness) and nutrition (activity progression log).
- J) Explains the effect exercise has on metabolism.
- L) Improves performance for long term personal development and health.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4** The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.
- B) Exhibits the ability to demonstrate safe and responsible behavior.
- C) Identifies the difference between encouraging and discouraging progression while training.
- D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.

**PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5** The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

- A) Explains why participation in weight training is enjoyable and desirable either alone or in a group
- B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.

## Physical Education (Weight Training) Unit 4 Lesson Plan 3

<b>ASSESSMENTS:</b>		
<b>DIAGNOSTIC</b>	<b>FORMATIVE</b>	<b>SUMMATIVE</b>
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Skill checks for various lifts</li> </ul>	<ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
<b>MAJOR UNIT CONCEPTS AND VOCABULARY</b>		
<p><b>CONCEPTS:</b> Fitness Assessment, Fitness, Goals</p> <p><b>VOCABULARY:</b> Pacer Test, Curl-Up Test, Push-Up Test, Mile Run, Flexibility Test, Body Mass Index, Height, Weight, Fitness Assessment, Heart Rate, Fitness Zone, Cardiovascular Endurance</p>		
<b>DIFFERENTIATED LEARNING</b>		
Students must complete the test according to the current guidelines outlined in the fitness assessment guidelines. Tests cannot be modified outside of the testing parameters.		
<b>MATERIALS</b>		
<b>STUDENT EQUIPMENT:</b> <ul style="list-style-type: none"> <li>Running Shoes</li> <li>Workout Clothes</li> </ul>	<b>TEACHER EQUIPMENT:</b> <ul style="list-style-type: none"> <li>Whistle</li> <li>Testing Material</li> <li>Pacer Test Score Sheets</li> <li>Pencils</li> <li>Audio Device</li> <li>Computer</li> </ul>	
<b>OPENING</b> <b>Getting students ready to learn</b>	<b>ESSENTIAL QUESTIONS:</b> <ol style="list-style-type: none"> <li>1. How do you properly warm-up before a pacer test?</li> <li>2. What are the main benefits of the pacer test?</li> <li>3. Why is it important to know your score for overall health and wellness?</li> <li>4. What is the testing protocol for completing a pacer test?</li> <li>5. What are the two ways that your test will end?</li> </ol>	
	<b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b> The teacher will introduce the pacer test and review the guidelines for the test. The teacher will show the students by starting the run, completing one lap, and signaling a ‘beep’ and running back. You will also show them what a fault looks like by not completing the lap. If a student does not finish a lap, they should immediately turn around and run back to the other side before the next ‘beep’.	

## Physical Education (Weight Training) Unit 4 Lesson Plan 3

<b>FOCUS ACTIVITY</b>	<b>STUDENT AND TEACHER PROCEDURES:</b> <ul style="list-style-type: none"><li>• <b>Activity #1:</b> After demonstrating a lap and also the faults the teacher will split the class into pairs. Depending on the size of the class it may take two or more groups. Have the student with the first letter of the name that appears first in the alphabet run first and begin warming up. The partner to the runner should retrieve a score sheet. Review the score sheet procedures with the student. After the completion of each lap, they should put a slash in the box corresponding to that number. After each fault, they should put an 'x' in the box. After two faults the test is over.</li><li>• <b>Activity #2:</b> Have the running students line up on the start with their partner behind them keeping score. Leave enough room for the runners to turn around. Each lane should be marked with cones or other stopping points. Using the speaker system begin the audio recording that relates to the pacer test being completed. Be sure to run in a pre-marked space so the distance is correct. The test should be 15M or 20M. Use the following protocol to begin:<ol style="list-style-type: none"><li>1. Line up behind the start line.</li><li>2. On start command, run to the opposite line before you hear the beep.</li><li>3. At the sound of the beep, run back to the start line.</li><li>4. Keep running until you have missed 2 beeps, or your teacher stops you.</li><li>5. When finished, walk to cool down.</li></ol></li><li>• <b>Activity #3:</b> After the test is done, if time allows for another run have the groups switch and begin the second run. If time does not allow for another full test, then students should all cool down and stretch until the class is over. Have students turn in the score sheets from the first test.</li></ul>
<b>CLOSING</b>	<b>REVIEW:</b> <p>Have students reflect on their score while stretching and cooling down. What are some things they can do to improve their score? Do they know if they are in the healthy zone or not? What would be two small changes they can make to improve their cardiovascular endurance?</p>

## Physical Education (Weight Training) Unit 4 Lesson Plan 4

### Lesson Plan 4: Cardiovascular Endurance

<b>Course: Weight Training</b>	<b>Grade: 9-12</b>	<b>Pacing: 1-45 min. class</b>	<b>Unit #: 4</b>	<b>Lesson Plan: 4</b>
<b>LESSON TITLE:</b>				
<b>ENDURING UNDERSTANDING: 1600M Prediction Run. Students will analyze the run and predict their own pace.</b>				
<b>GSE TO ADDRESS IN UNIT</b>				
<b>MOTOR SKILLS AND MOVEMENT PATTERNS PEWT.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns</b>				
A) Demonstrates proper spotting techniques for lifts and exercises as needed. B) Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts D) Demonstrates independent learning of movement skills and patterns for speed and agility E) Demonstrates proper posture, form, and flexibility in weight training				
<b>MOVEMENT CONCEPTS AND PRINCIPLES PEWT.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.</b>				
E) Meets increasingly higher levels of strength and endurance. F) Identifies various exercises to enhance the development of muscle groups. G) Charts progress in a variety of upper and lower body lifts				
<b>FITNESS PEWT.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.</b>				
A) Designs and implements a strength and conditioning plan that supports a healthy lifestyle B) Creates a fitness plan for life changes. C) Establishes goals for skill-based strength training and conditioning by using progressive variations. E) Participates in the Georgia criterion-referenced, health-related fitness assessment with teacher supervision and guidance F) Evaluates current fitness scores on the Georgia Fitness Assessment H) Analyzes the relationship between physical activity and longevity I) Evaluates the relationship between exercise (fitness) and nutrition (activity progression log). J) Explains the effect exercise has on metabolism. L) Improves performance for long term personal development and health.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.</b>				
A) Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting. B) Exhibits the ability to demonstrate safe and responsible behavior. C) Identifies the difference between encouraging and discouraging progression while training. D) Demonstrates the ability to apply the rules and etiquette of various weight training activities.				
<b>PERSONAL AND SOCIAL BEHAVIOR, RULES, SAFETY, AND ETIQUETTE PEWT.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>				
A) Explains why participation in weight training is enjoyable and desirable either alone or in a group B) Participates in activities designed to improve skills for personal challenge, enjoyment, and expression.				

## Physical Education (Weight Training) Unit 4 Lesson Plan 4

ASSESSMENTS:		
DIAGNOSTIC	FORMATIVE	SUMMATIVE
Gauge where students are in their learning prior to beginning the lesson.	Gauge student progress/growth through ongoing and periodic observation and/or checks for understanding.	Gauge student mastery of standards.
<ul style="list-style-type: none"> <li>Verbal Questioning</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Skill checks for various lifts</li> </ul>	<ul style="list-style-type: none"> <li>Final skill check(s)</li> </ul>
MAJOR UNIT CONCEPTS AND VOCABULARY		
<p><b>CONCEPTS:</b> Cardiovascular Endurance, Cardio, Run, Heart Rate, Effort, Distance Running</p> <p><b>VOCABULARY:</b> Cardiovascular Endurance, Cardiovascular Training, 1600M Run, Heart Rate, Fitness Zone, Exertion, Perceived Exertion, Effort, Stride, Pace</p>		
DIFFERENTIATED LEARNING		
<p>To decrease the challenge the students may shorten the distance of the run or have the students run the event as a relay with 2–4 teammates working together.</p> <p>To increase the challenge students may set a faster time to push themselves.</p>		
MATERIALS		
<b>STUDENT EQUIPMENT:</b>	<b>TEACHER EQUIPMENT:</b>	
<ul style="list-style-type: none"> <li>Workout Clothes</li> <li>Running Shoes</li> <li>Water Bottle</li> </ul>	<ul style="list-style-type: none"> <li>1 stopwatch</li> <li>1 Prediction Run Improvement Plan (in portfolio) per student</li> <li>Pens/Pencils</li> </ul>	
<p><b>OPENING</b> <b>Getting students ready to learn</b></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What is perceived exertion?</li> <li>2. How did perceived exertion affect your pace?</li> <li>3. How is perceived exertion related to your improvement plan and goal?</li> <li>4. Identify areas of opportunity and design a plan for personal improvement.</li> </ol>	
	<p><b>HOOK/INTRODUCTION ACTIVITY: (approx. 5 mins)</b></p> <p>The teacher should introduce the activity and provide clear and detailed instructions. Review the protocols for completing the test and that maximum effort should be applied regardless of the time achieved. Have students warm up before the run to maximize safety precautions.</p>	
<p><b>FOCUS ACTIVITY</b></p>	<p><b>STUDENT AND TEACHER PROCEDURES:</b></p> <ul style="list-style-type: none"> <li><b>Activity #1:</b> Pair students, each pair with a pencil and two Prediction Run Improvement Plans. Send one student to the starting line, ready to run. The other student should have a pencil and Prediction Run Improvement Plan at the finish.</li> </ul>	

## Physical Education (Weight Training) Unit 4 Lesson Plan 4

	<ul style="list-style-type: none"><li>• Today we'll complete a 1600 Meter Prediction Run. We'll complete this run again in 2 weeks and work toward the goal of improving today's time.</li><li>• The object of the activity is to accurately predict and then record how fast you run 1600M. Setting a challenging but realistic pace to complete the full 1600M run will be critical to your success.</li><li>• Write your name and prediction on your Prediction Run Improvement Plan. Your partner will listen for and record your time when you cross the finish line. Then you'll switch roles with your partner and record her/his time.</li></ul> <p>We will complete this run again in a few weeks to see if you can beat the personal best time that you establish today.</p>
<b>CLOSING</b>	<b>REVIEW:</b> When both pairs are finished, the class will take time to discuss and then set goals and create improvement plans. Write that on your plan as well and turn in to the teacher at the end of class.