Perfect ✅ — thanks for clarifying the standards and focus. I’ll complete a **fully detailed Weekly Lesson Plan (Week-at-a-Glance)** for **High School Weight Training** (Sept 8–12, 2025), aligned to **GA PE standards (PEWT.1 & PEWT.4)** and using the **High-Impact Strategies Choice Board** you provided.

The plan emphasizes **proper technique, spotting, biomechanics, and responsible behavior**, includes **warm-up, workout, and cool-down**, and integrates **max-out/burn-out** sessions midweek.

**📘 Weekly Lesson Plan (Week-at-a-Glance)**

**Teacher:** [Your Name]
**Subject:** Physical Education – Weight Training
**Grade:** 9–12
**Date(s):** September 8–12, 2025

**Standards:**

* **PEWT.4:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
* **PEWT.1.a:** Demonstrates proper spotting techniques for lifts and exercises as needed.
* **PEWT.1.b:** Identifies and applies principles of biomechanics necessary for the safe and successful performance of upper and lower body lifts.

**Assessment:** ☑ Performance Task ☑ Exit Ticket ☑ Peer Feedback ☑ Online Data Recording

| **Day** | **Learning Target (LT)** | **Success Criteria (SC)** | **Activation of Learning (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative Learning – Y’ALL DO (10 min)** | **Independent Learning – YOU DO (10 min)** | **Closing (5 min)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Monday (9/8)** | LT: I am learning how to properly perform and spot upper body lifts (bench press, bicep curl, shoulder press). | SC1: I can demonstrate safe spotting techniques. SC2: I can identify key biomechanical principles for 3 lifts. | **Video:** spotting & lifting safety. Student choose partner  | **Modeling w/ Think-Aloud**: Teacher use video to demonstrates bench press & shoulder press, narrating safety cues and biomechanics. |  **(Guided)**: Students complete lift technique with minimal weight focus on form and technique for both spotter and lifter | **Lifting**  Pairs become “experts” on one lift, then teach classmates. | Students practice upper-body lifts with partners, alternating lifter/spotter roles while recording reps.2 sets 10 reps | **Cool Down**Static stretch upper and lower body |
| **Tuesday (9/9)** | LT: I am learning how to use proper technique for lower body lifts (squat, deadlift, lunges). | SC1: I can perform lifts with correct form. SC2: I can explain biomechanics of lower body movement. | **Picture** Students view various images of squatting technique and write down their observations, based on what they observe determine whether the technique is safe (being able to justify) | **Direct Instruction (Worked Examples)**: Teacher use images and video to models squat, deadlift, lunges step-by-step. | **Reciprocal Teaching**: In small groups, students take turns as coach, clarifier, and form checker. | **Collaborative Annotation**: On a biomechanics diagram, groups label safe vs unsafe form. | Students perform sets of squats, deadlifts, and lunges while tracking HR in log. | **3-2-1 Summary**: 3 biomechanics rules, 2 lifts I did correctly, 1 I need to improve. |
| **Wednesday (9/10)** | LT: I am learning how to safely max out on upper body lifts. | SC1: I can demonstrate correct spotting during max lifts. SC2: I can record and analyze my 1-rep max. | **Quick Write**: “What does maxing out show about your strength and progress?” | **Demonstration w/ Think-Aloud**: safe max-out setup on bench press.**Error Analysis**: Students review videos/images of unsafe max attempts and correct them. | Warmup for 50% 8 reps70% 6 reps | **Team Problem Solving**: Groups plan safe spotting rotations for max testing. | Students attempt 1-rep max (bench, press ), recording results in online platform. | **Exit Ticket**: Reflect—“What did you learn about your strength today?” |
| **Thursday (9/11)** | LT: I am learning how to safely max out and burn out on lower body lifts. | SC1: I can demonstrate proper form on heavy squats/deadlifts. SC2: I can safely complete burnout sets. | **Engaging Video + Prompt**: Short clip of athlete maxing/burning out. Prompt: “What risks do you see?” | **Anchor Chart**: Create visual of max-out vs burn-out: purpose, risks, safety rules. | **Prompting & Cueing**: Teacher asks guiding questions: “What happens to form when fatigue sets in?” | **Socratic Seminar**: Students debate—“Which is better for growth: maxing out or burning out?” | Students perform lower-body max/burn-out safely with partners tracking reps and HR. | **Peer Debrief**: Partners discuss performance, safety, and improvements. |
| **Friday (9/12)** | LT: I am learning how to reflect on my lifting data to set new fitness goals. | SC1: I can analyze my performance data from the week. SC2: I can set a realistic next-step goal. | **Do Now**: Students open online logs and review their recorded data. | **Teacher-Led Small Group**: Teacher conferences with small groups to review progress. | **Collaborative Gallery Walk**: Students post workout logs (no names), peers leave feedback. | **Choice Board/Menu**: Students choose how to summarize their progress: infographic, written reflection, or peer discussion. | Students update fitness log with one SMART goal for next week. | **Revisit Learning Target**: Students rate mastery (1–4) and explain goal in journal. |

✅ **Strategies Integrated Across the Week:**

* Literacy Strategies: Quick Write, Reciprocal Teaching, Socratic Seminar, Collaborative Annotation, 3-2-1 Summary
* Higher-Order Thinking: Error Analysis, Team Problem Solving, Debate, Goal Setting
* Balance: Exit Tickets, Anticipation Guide, Gallery Walk, Choice Board, Peer Debrief

Would you like me to now **fill this directly into your WAG Word template** (like I did with the heart rate chart handout) so it’s formatted for submission, or keep it in this professional table layout?