

Week 7- 9 Weight Training & Physical Conditioning Standards of Focus

PEWT.1.c

Demonstrates proper biomechanics for use of free weights and resistance machines.

PEWT.1.d

Demonstrates independent learning of movement skills and patterns for speed and agility.

PEWT.1.e

Demonstrates proper posture, form, and flexibility in weight training.

PEWT.4.a

Displays the ability to follow rules, procedures, and routines appropriate in the weight training setting.

PEWT.4.b

Exhibits the ability to demonstrate safe and responsible behavior.

PEWT.4.c

Identifies the difference between encouraging and discouraging progression while training.

PEWT.4.d

Demonstrates the ability to apply the rules and etiquette of various weight training activities.

Week 7 Sept 15-19 – Focus: Muscular Endurance & Strength (Bench, Squat, Core) -will need to switch days for exercises due to Max squats

Standards: PEWT.1.c, PEWT.1.e, PEWT.4.a, PEWT.4.b

Day	LT & SC	Activation (5)	I DO (10)	WE DO (10)	Y'ALL DO (10)	YOU DO (10)	Closing (5)
Mon	LT: I can explain and demonstrate proper biomechanics for bench press and other upper body exercises. SC: (1) I can demonstrate correct set-up and spotting. (2) I record and analyze HR based on the workout phase	Dynamic warm-up + Think-Pair-Share on “Why posture matters.”	Coach provide SMART goal handout for those that complete Squat Max on Friday 9/12/2025 & Students that need to makeup Muscle assessment will get signed in	Spotting reminders review – Those that need to max on Squats will do so	Small group/pairs rotate through bench & upper body exercises. 1. Bench press (60% Max) 2. Should press 3. lateral lifts 4. bicep curls 5. Triceps dips 6. SMART goal review	Same as “Y’all Do” Check and <u>record heart rate</u>	Arm stretch & Record data and HR Homework: Reflect on assessment data and determine your SMART goal and be prepared to write and share the following day
Tue	LT: I can identify muscles worked in and squat and lower body exercises. SC: (1) I can name at least 2 primary muscles. (2) I create a short term and long term SMART goal for fitness using the assessment data	Warm-up circle -jog in place -high knees - jump & jacks <u>Record HR</u>	Agility Ladder Teacher demos lift with muscle chart (visual mapping).	Label/post-it activity on muscle chart.	Lower body Partner checklists during lifting. 1. squats (60%) 2. dead lifts 3. calf raises 4. lunges 5. front kicks 6. SMART goal	Same as “Y’all Do”	Arm stretch & Record data and HR Homework: Reflect on assessment data and determine your SMART goal and be prepared to write and share the following day
Wed	LT: I can safely increase load while keeping proper form. SC: (1) I can add weight incrementally. (2) I can maintain posture.	Warm-up: mobility stretches.	Teacher demos progressive overload (light–medium load).	Class repeats together, teacher feedback.	Stations: students increase load gradually. 1. Bench press (65% Max) 2. Should press 3. lateral lifts 4. bicep curls 5. Triceps dips 6. Flexibility chart	Independent 3 sets @ 65% max.	HR check: Compare resting vs. post-lift.
Thu	LT: I can explain why spotting is important. SC: (1) I can show proper spotting position. (2) I can provide feedback to a partner.	Warm-up with medicine ball toss.	Teacher models spotting techniques.	Peer demonstration & feedback.	<i>Rotating triads (lifter, spotter, observer).</i>	Independent lift with assigned spotter.	Exit slip: Write 1 spotting rule.

Day	LT & SC	Activation (5)	I DO (10)	WE DO (10)	Y'ALL DO (10)	YOU DO (10)	Closing (5)
					<i>Lower body Partner checklists during lifting.</i> 1. squats (60%) 2. dead lifts 3.calf raises 4. lunges 5. front kicks 6. Flexibility chart		
Fri	LT: I can reflect on my week's progress in strength training. SC: (1) I can assess HR pre/post. (2) I can set 1 SMART goal for next week.	Warm-up games (relay push-ups).	Teacher reviews SMART goal structure.	Guided SMART goal draft.	Peer review of goals (Think-Pair-Share).	Students complete 1 goal in notebook.	Closing circle: share 1 takeaway.

Week 8 Sept 22-26 – Focus: Five Components of Fitness + Agility/Cardio Integration

Standards: PEWT.1.d, PEWT.1.e, PEWT.4.c, PEWT.4.d

Day	LT & SC	Activation (5)	I DO (10)	WE DO (10)	Y'ALL DO (10)	YOU DO (10)	Closing (5)
Mon	LT: I can list the 5 components of fitness. SC: (1) I can name all 5. (2) I can identify today's focus.	Dynamic warm-up (jog, high knees).	Teacher reviews 5 components.	Class match activity (exercise ↔ component).	Groups design one exercise for each component.	Perform teacher-led circuit (push-ups, planks, sprints, squats, stretching).	Exit ticket: Which component did you feel most?
Tue	LT: I can demonstrate agility drills using proper form. SC: (1) I can use quick feet and direction change. (2) I can explain why agility matters.	Ladder footwork demo.	Teacher models ladder drills & cone shuffles.	Whole-class runs ladder together.	Partner relay races w/ cones.	Independent timed ladders.	HR check + share best time.
Wed	LT: I can identify which component of fitness is developed during cardio drills. SC: (1) I can label cardiorespiratory exercises. (2) I can connect exercise to component.	Warm-up jump rope.	Teacher models HIIT cardio (burpees, sprints).	Class does 2-min cardio set together.	Relay stations (jump rope, sprints, mountain climbers).	Students choose cardio set and log HR.	Closing: Discuss fatigue & heart rate.
Thu	LT: I can use proper form for speed/agility exercises. SC: (1) I can show correct running stance. (2) I can keep posture while sprinting.	Warm-up: form drills (A-skips, butt kicks).	Teacher demos sprint mechanics.	Peer critique sprint form.	Small group sprint races (short bursts).	Independent timed 40-yard dash.	Exit slip: Write 1 tip to improve speed.

Day	LT & SC	Activation (5)	I DO (10)	WE DO (10)	Y'ALL DO (10)	YOU DO (10)	Closing (5)
Fri	LT: I can evaluate how different exercises fit into the 5 components. SC: (1) I can match exercises to components. (2) I can self-assess which I need most.	Warm-up tag game.	Teacher leads recap of 5 components.	Class brainstorm: exercises for each.	Small groups create a mini-circuit.	Students complete peer circuit.	Closing circle: Which component was hardest?

Week 9 Sept 29-Oct. 3 – Focus: Student-Created SMART Fitness Plan

Standards: PEWT.1.c–e, PEWT.4.a–d

Day	LT & SC	Activation (5)	I DO (10)	WE DO (10)	Y'ALL DO (10)	YOU DO (10)	Closing (5)
Mon	LT: I can analyze my fitness data to plan a SMART goal. SC: (1) I can identify an area to improve. (2) I can write a measurable goal.	Warm-up stretch.	Teacher reviews SMART goal template.	Guided SMART goal creation.	Peer discussion of goals.	Students draft final SMART goal.	Exit ticket: Share goal with partner.
Tue	LT: I can design exercises aligned with my SMART goal. SC: (1) I can list 3 exercises. (2) I can connect each to goal.	Warm-up: partner planks.	Teacher models sample fitness plan.	Group brainstorms exercise bank.	Teams design mini-routines.	Students build draft plan.	Quick write: 1 exercise linked to goal.
Wed	LT: I can implement my SMART plan using proper technique. SC: (1) I can perform exercises safely. (2) I can monitor HR zones.	Jog + HR check.	Teacher models proper form for varied exercises.	Whole-class executes sample circuit.	Peer coaching in small groups.	Independent workout using plan (teacher circulates).	HR reflection: compare to target HR.
Thu	LT: I can adapt my plan when challenged. SC: (1) I can modify intensity. (2) I can maintain form.	Warm-up agility ladders.	Teacher models modifications (lighter load, alternative exercise).	Class practices modifications.	Peer “what-if” scenario practice.	Students adapt their plan & execute.	Exit ticket: Write 1 adjustment you made.
Fri	LT: I can present and reflect on my fitness plan. SC: (1) I can explain how it targets my SMART goal. (2) I can reflect on my progress.	Warm-up: student-led stretch.	Teacher reviews presentation expectations.	Small group sharing of plans.	Peer review feedback.	Students present plan reflection in pairs.	Closing circle: Share 1 strength, 1 growth area.

