



EAST TROY COMMUNITY SCHOOL DISTRICT

Committed to the Growth & Success of Each Student, Each Year

Weight For Me 2 (Grades 10-12)

Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Physical Education](#). Students will enhance their learning of different opposing muscle groups and how to properly train to increase their strength within these groups. Students will then create a weight training program based on their needs and wants. This program can be modified throughout the semester to best fit the needs of the student.

Essential Understandings:

1. Demonstrating the understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities develops a present interest and future desire to participate in a variety of activities. (2:4:A1, 2:4:A2, 2:4:A3, 2:4:A4, 2:4:B1, 2:4:B2, 2:4:B3, 2:4:B4, 2:4:B5, 2:4:B6, 2:4:B7, 2:4:B8)
2. Participating in regular physical activity familiarizes participants to the positive changes in physical, social and emotional health. (3:4:A1, 3:4:A2, 3:4:A3, 3:4:A4, 3:4:A5, 3:4:B1, 3:4:B2, 3:4:B3, 3:4:B4)
3. Achieving and maintaining a health-enhancing level of physical fitness empowers an individual with independent choices that will allow optimal wellness to be consistent in life. (4:4:A1, 4:4:A2, 4:4:A3, 4:4:A4, 4:4:A5, 4:4:A6, 4:4:A7, 4:4:A8, 4:4:A9, 4:4:A10, 4:4:A11)
4. Exhibiting responsible personal and social behavior that respects self and others in physical settings provides opportunities to gain self-confidence in similar future environments. (5:4:A1, 5:4:A2, 5:4:A3, 5:4:A4, 5:4:A5, 5:4:A6, 5:4:A7)
5. Describing and analyzing the values of physical activity for health, enjoyment, challenge, self-expression, and social interaction develops and clarifies the importance of including movement in one's life. (6:4:A1, 6:4:A2, 6:4:A3, 6:4:A4, 6:4:A5, 6:4:B1, 6:4:B2, 6:4:B3, 6:4:B4)

Unit	Description of Unit and Learning Targets
Safety and Maintenance <ul style="list-style-type: none">• What are the safety expectations in the Fitness Center?• How do I keep myself and others safe while weight training?	<p>Students will go over responsibility in the Fitness Center in regards to equipment, space, exercises, and the wellbeing of all people in the facility.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can work with peers willingly, regardless of skill level and individual differences in partner and small group situations.• I can demonstrate responsible decisions about using time, applying rules, and following through with decisions made.• I can demonstrate consistent decisions to ensure the safety of self and others.• I can exhibit respectful and mature behavior to contribute to a positive learning environment.• I can identify reasons to participate in physical activity in the local community.
Basic Upper Body Exercises <ul style="list-style-type: none">• What are new ways to increase muscular strength and endurance in the upper body?• How do I create a workout or fitness program to help enhance my overall	<p>Students will learn alternate activities that will improve overall muscular strength and muscular endurance.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can plan a summer or afterschool personal conditioning program.• I can identify a new skill to be learned and lists a scientific

<p>health?</p> <ul style="list-style-type: none"> • What tools can I use to help create a workout or fitness program? 	<p>principle that can be applied to improved performance.</p> <ul style="list-style-type: none"> • I can self-assess performance and makes appropriate corrections. • I can participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle. • I can monitor physical activity through the use of available technology: pedometers, heart rate monitors, activity logs, Tri-Fit, etc. • I can apply the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program. • I can self-assess the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition). • I can demonstrate consistent decisions to ensure the safety of self and others.
<p>Basic Lower Body Exercises</p> <ul style="list-style-type: none"> • What are new ways to increase muscular strength and endurance in the lower body? • How do I create a workout or fitness program to help enhance my overall health? • What tools can I use to help create a workout or fitness program? 	<p>Students will learn alternate activities that will improve overall muscular strength and muscular endurance.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can plan a summer or afterschool personal conditioning program. • I can identify a new skill to be learned and lists a scientific principle that can be applied to improved performance. • I can self-assess performance and makes appropriate corrections. • I can participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle. • I can monitor physical activity through the use of available technology: pedometers, heart rate monitors, activity logs, Tri-Fit, etc. • I can apply the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program. • I can self-assess the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition). • I can demonstrate consistent decisions to ensure the safety of self and others.