

WT 1		
Unit	Standard/Skill/Concept Focus	Cross-curricular or unit distinctions/notes?
CVG 1 Hygiene and Safety Protocols/Equipment Secondary Lifts	<p>1.3 Demonstrate proper spotting techniques for all lifts and exercises that require spotting</p> <p>1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.</p> <p>1.7 List the safety equipment required for participation in weight training; describe and demonstrate the use of such equipment.</p>	First unit of the year. Safety is #1 priority at all times.
CVG 2 Agility/Cardio Flexibility/ROM	<p>1.4 Observe and analyze the techniques of another person (or oneself through video) performing a plyometric exercise and write an analysis of the performance.</p> <p>2.9 Meet physical fitness standards that exceed those of scientifically based health-related fitness assessments</p>	<p>Cardio of some sort will take place every Monday for the entire school year.</p> <p>Flexibility is something that will be worked on sporadically throughout the year. An increased range of motion will decrease the chance of an injury taking place.</p>
CVG 3 Bench Primary Lifts		Will be the first primary lift introduced because of its simplicity and minimizes chance of injury. Also is a great way to assess my students' skill level.
CVG 4 Back Squat	<p>1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.</p> <p>2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.</p>	Will be introduced when students have demonstrated how to spot/fail properly and understand all safety protocols/standards in the weight room.
CVG 5 2Q Circuit Training (Anaerobic vs Aerobic)	2.5 Demonstrate and explain the techniques and concepts of three types of weight-training	Circuit training will be introduced after students have a solid foundation of multiple lifts and

	<p>programs.</p> <p>2.6 Demonstrate and explain the concepts of two different conditioning programs.</p>	<p>can increase tempo without chance of injury.</p>
<p>CVG 5 Front Squat (plus secondary)</p>	<p>1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.</p> <p>Shift of center of balance</p>	<p>This will be introduced once students have mastered the back squat. This will help phase into a powerclean.</p>
<p>CVG 6 Dead Lift</p>		<p>This is a more advanced lift and will be introduced as a progression into the power clean.</p>
<p>CVG 7 High Pulls triple extension explosive</p>		<p>When students have shown mastery of the dead lift, high pulls will be introduced as one of the final progressions into a power clean</p>
<p>CVG 8 Power Clean</p>	<p>1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.</p> <p>2.2 Identify the <b>prime mover</b> muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.</p>	<p>Power clean is an advanced lift the final progression of all prior units.</p>

## CV Guarantee 1: Safety Protocols/Equipment Weight Training 1

**Big Idea: Students demonstrate the ability to properly spot on all lifts/exercises that require spotting.**

**Standard:** HS Course 3F:

1.3 Demonstrate proper spotting techniques for all lifts and exercises that require spotting.

1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.

1.7 List the safety equipment required for participation in weight training; describe and demonstrate the use of such equipment.

**Timeline:**

**Q1: Overview of Weight Room**

Start of individual units throughout the entire semester.

**Key Vocabulary:** Spotter, assist keys, safety racks, clips, barbell, curl bar, trap bar, dumbbell, medicine balls, slam balls, resistance bands, bumper plates, machine weights, therabands, roller, fat grips, belt, etc.

**Vocabulary Activities:**

Knowledge	Reasoning	Performance Skills	Product Examples
<p>Knowledge of how to properly set up safety racks, know what “keys” to look for when spotting, different assist techniques, safety procedures</p> <p>MRSA</p> <p>Proper hygiene practices and preventative health</p>	<p>To ensure that students understand the safety protocols that need to take place during lifts as well as assist each other to minimize chance of injury from taking place</p> <p>Cost: Dentist and Medical</p>	<p>Demonstrate knowledge of how to properly fail during lifts and execute proper spotting technique</p>	

**Resources: CA Physical Education Standards grades 9-12.**

## CV Guarantee 2: Agility, Cardio, Flexibility, ROM Weight Training 1

<b>Big Idea: Students will perform cardio workouts and understand how it affects the life long health</b>			
<b>Standard:</b> 1.4 Observe and analyze the techniques of another person (or oneself through video) performing a plyometric exercise and write an analysis of the performance.  2.9 Meet physical fitness standards that exceed those of scientifically based health-related fitness assessments		<b>Timeline:</b> Q1 Introduce cone drills, ladders, change of direction, etc.	
<b>Key Vocabulary:</b> Cardiovascular endurance, aerobic exercise, agility, fast twitch muscle fibers (type 2a), explosiveness		<b>Vocabulary Activities:</b>	
<b>Knowledge</b>	<b>Reasoning</b>	<b>Performance Skills</b>	<b>Product Examples</b>
Understand the difference between aerobic and anaerobic workouts. Formula for target heart rate, and how and when to take heart rate.	Why it's important and how it can improve your health.	Running the mile. Taking pre/post heart rate. Pacer test.	Participation in various cardiorespiratory activities. Examples are the mile, pacer, outdoor circuits.
<b>Resources:</b> State fitness test, passing scores.			

## CV Guarantee 3: Bench and Primary Lifts Weight Training 1

<b>Big Idea:</b>			
<b>Standard:</b> 1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.		<b>Timeline: Q1</b> Introducing bench and distinguishing difference between primary and secondary lifts	
<b>Key Vocabulary:</b> 3 points of foundation (shoulders, lower back, heels), visual guides, breathing awareness, pectoralis major, pectoralis minor, tricep, etc.		<b>Vocabulary Activities:</b>	
<b>Knowledge</b>	<b>Reasoning</b>	<b>Performance Skills</b>	<b>Product Examples</b>
<b>Resources:</b>			

## CV Guarantee 4: Back Squat Weight Training 1

<b>Big Idea:</b>			
<b>Standard:</b> 1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.  2.2 Identify the prime mover muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.		<b>Timeline: Q1</b> First primary lift for lower extremities	
<b>Key Vocabulary:</b> Review - failing properly, safety rack adjustment, spotter  5 Focus Points: centered on bar, width, straight back, push through heels, knees over toes		<b>Vocabulary Activities:</b>	
Knowledge	Reasoning	Performance Skills	Product Examples
<b>Resources:</b>			

CV Guarantee 5: Circuit Training (Aerobic/Anaerobic)  
Weight Training 1

<b>Big Idea:</b>			
<b>Standard:</b> 1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.		<b>Timeline:</b> Q4	
<b>Key Vocabulary:</b>		<b>Vocabulary Activities:</b>	
Knowledge	Reasoning	Performance Skills	Product Examples
<b>Resources:</b>			

CV Guarantee 6: Front Squat  
Weight Training 1

<b>Big Idea:</b> Shift of center of balance			
<b>Standard:</b>  1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.		<b>Timeline:</b> Q3	
<b>Key Vocabulary:</b>		<b>Vocabulary Activities:</b>	
Knowledge	Reasoning	Performance Skills	Product Examples
<b>Resources:</b>			

CV Guarantee 7: High Pulls/  
Weight Training 1

<b>Big Idea:</b> Triple Extension Lift			
<b>Standard:</b>  1.6 Identify and apply the principles of biomechanics necessary for the safe and successful performance of weight training.		<b>Timeline:</b> Q4	
<b>Key Vocabulary:</b>		<b>Vocabulary Activities:</b>	
Knowledge	Reasoning	Performance Skills	Product Examples
<b>Resources:</b>			

CV Guarantee 8: Power Clean/Lift Analysis  
Weight Training 1

<b>Big Idea:</b>			
<b>Standard:</b> 1.2 Observe and analyze the lifting techniques of another person (or oneself through video) and write an analysis of the performance.  2.2 Identify the <b>prime mover</b> muscles, antagonistic muscles, and stabilizer muscles for each of the major weight-training exercises.		<b>Timeline: Q4</b>	
<b>Key Vocabulary:</b>		<b>Vocabulary Activities:</b>	
<b>Knowledge</b>	<b>Reasoning</b>	<b>Performance Skills</b>	<b>Product Examples</b>
<b>Resources:</b>			

CV Guarantee 10: Sexual Education  
Weight Training 1/PE

<b>Big Idea: Sex Education “ No means No” Yes means Yes”</b>			
<b>Standard:</b> Comprehensive Accurate and unbiased information on sexual health and HIV prevention and provide students with the knowledge and skills they need to develop health attitudes concerning adolescent growth and development, body image, gender, sexual orientation relationships marriage, and family according to the text of the law		Timeline 9 <sup>th</sup> -10 <sup>th</sup> grade	
<b>Key Vocabulary:</b>  Sexual harassment, HIV, Sex trafficking Hormones		<b>Vocabulary Activities:</b>  Definitions understanding maturation process	
<b>Knowledge</b>	<b>Reasoning</b>	<b>Performance Skills</b>	<b>Product Examples</b>
Medically accurate objective, HIV Contraception Sexually transmitted infections Harassment Violence Hormones	Give the student's the most recent accurate information on sex relationships conceptions Birth control Abstinence Sexual orientation	Pass basic skills/knowledge test or quiz	Current Data Diseases
<b>Resources: Shasta county office of education, Shasta county Health and Human services</b>			

CV Guarantee 11: Balancing Nutrition and Activity  
P.E. 9<sup>th</sup>-12<sup>th</sup>

<p><b>Big Idea: Healthy Living</b> <b>( Eat, Move, Win)</b></p>			
<p><b>Standard:</b> 3.5 Students will develop personal goals to improve one’s performance in physical activities and nutrition.</p>		<p><b>Timeline:</b> 9-12</p>	
<p><b>Key Vocabulary:</b> Intensity, Optimal, Habits, Size, Comparisons, thumb, palm, fist.</p>		<p><b>Vocabulary Activities:</b> Food personality Quiz, Foods vs sizes comparison, healthy eating planner.</p>	
<p><b>Knowledge</b></p>	<p><b>Reasoning</b></p>	<p><b>Performance Skills</b></p>	<p><b>Product Examples</b></p>
<p>Calcium, Teen beat, Milk</p>	<p>Students generalize about healthy eating habits, and the benefits of eating a healthy breakfast.</p>	<p>Students examine the food groups and strategies to trade up. Students create a personal nutrition smart goal.</p>	<p>Eating from all 5 food groups, trending up. Eating amount of commensurate with physical activity eating protein rich breakfast getting adequate sleep.</p>
<p><b>Resources:</b> California Dairy Council.</p>			





