



Dublin City Schools
Advanced Strength Training for Athletes
Graded Course of Study
2026

Dublin City Schools
K-12 Physical Education Graded Course of Study

Physical Education K-12 Vision

In Dublin City Schools, we believe that all students can develop into physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

We believe in developing students by:

- Teaching physical activity habits and motor skills.
- Fostering critical thinking and tactical knowledge related to various movement patterns.
- Providing differentiated and inclusive opportunities for all students.
- Promoting physical activity to enhance personal and social skills through movement.
- Providing safe environments that teach students to exhibit responsible personal and social behavior that respects self and others.
- Promoting collaboration and teamwork among students.
- Teaching the benefits of various types of physical activities.

Physical Education provides learning opportunities for students to develop competency in motor skills, apply concepts and strategies related to performance, achieve health-enhancing fitness, and exhibit responsible personal and social behavior while participating in individual and team activities.

Instructional Agreements

- We will design engaging and inclusive environments.
- We will leverage tools and technologies that support student wellness.
- We will motivate through goal setting, choice, challenges, and competition.
- We will help students recognize the value of physical activity for health, enjoyment, and social interaction.
- We will use assessments to measure student growth.

Dublin City Schools
K-12 Physical Education Graded Course of Study

HIGH SCHOOL ADVANCED STRENGTH TRAINING FOR ATHLETES

Course Goals

Students will have taken the Basic Strength Training & Fitness class or will currently be in a high school sport. In this course, students will receive instruction in advanced lifting techniques to improve overall athleticism and decrease the risk of injury. Teachers will work in collaboration with student athletes and coaches to allow time for sport specific components. Additional activities in this course may include, but are not limited to: agility training, core strength, plyometrics, flexibility development, cardiovascular conditioning, and health related components.

Standard 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Demonstrates combined skills and patterns in authentic physical settings.
1.12.1. Demonstrates competent skills for performance in target, recreational, and backyard games, with and without an opponent (e.g., golf, archery, bowling, shuffleboard, croquet, bocce, cornhole).
1.12.2. Demonstrates competent skills for performance in a variety of outdoor pursuits (e.g., rock wall, orienteering, fishing, hiking, cycling).
1.12.3. Creates and performs movement sequences for one or more forms of dance.
1.12.4. Demonstrates appropriate skills in health-related and skill-related fitness activities (e.g., cardiorespiratory endurance, muscular strength and endurance, body composition, flexibility training, agility, coordination, power, speed, balance, reaction time).
Benchmark B: Demonstrates specialized skills in a variety of physical settings.
1.12.5. Demonstrates appropriate skills in health-related and skill-related fitness activities (e.g., cardiorespiratory endurance, muscular

Dublin City Schools
K-12 Physical Education Graded Course of Study

strength and endurance, body composition, flexibility training, agility, coordination, power, speed, balance, reaction time).

1.12.6. In one or more of the following:

1.12.6a. Demonstrates competent skills for performance in invasion games by maintaining possession, scoring, and defending space in authentic settings (e.g., soccer, basketball, hockey, team handball, rugby, lacrosse)

1.12.6b. Demonstrates competent skills for performance in net/wall games by scoring and defending space in authentic settings (e.g., badminton, volleyball, tennis, racquetball, pickleball, squash).

1.12.6c. Demonstrates competent skills for performance in striking and fielding games by scoring (e.g., base running, batting) and defending scoring (e.g., pitching, bowling, fielding) in authentic settings (e.g., softball, cricket, rounders, baseball).

Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Applies knowledge of tactical concepts, strategies, and biomechanical principles in authentic physical activity settings.

2.12.1. Identifies tactics and strategies used in target, recreational, and backyard games in authentic settings.

2.12.2. Identifies tactics and strategies used in outdoor pursuits.

2.12.3. Describes the transfer of knowledge across games categories (invasion, net/wall, striking and fielding, target, outdoor pursuits)

Dublin City Schools
K-12 Physical Education Graded Course of Study

2.12.4. Applies movement and skill-related concepts (e.g., reaction time, balance) and biomechanical principles (e.g., force, motion, rotation) to analyze and improve performance of self or others in a selected skill (e.g., overhand throw, back squat, archery).

2.12.5. Identifies and discusses the historical and cultural roles and proper etiquette of games, sports, and dance in society.

2.12.6. In one or more of the following:

2.12.6a. Identifies tactics and strategies used in invasion games in authentic settings.

2.12.6b. Identifies tactics and strategies used in net/wall games in authentic settings.

2.12.6c. Identifies tactics and strategies used in striking and fielding games in authentic settings.

Benchmark B: Applies technology and fitness knowledge to performance in authentic physical activity settings.

2.12.7. Analyzes how health and fitness can impact quality of life after high school.

2.12.8. Establishes a skill-related goal and creates a practice plan to improve performance when participating in coaching education, officiating courses, or online learning.

2.12.9. Applies the principles of exercise (e.g., FITT, overload, specificity, progression) in a variety of selfselected lifetime physical activities.

2.12.10. Identifies current and future physical activity opportunities and potential barriers to being physically active.

2.12.11. Designs and implements a plan that applies knowledge of fitness training principles, including cardiorespiratory endurance, muscular strength and endurance, flexibility training, speed, agility, power, reaction time, balance, and coordination exercises.

2.12.12. Evaluates perceived exertion or heart rate during various types of physical activity and adjusts effort accordingly.

2.12.13. Discusses the benefits of a physically active lifestyle during young adulthood and throughout the lifespan.

2.12.14. Analyzes and applies technology, social media, or community physical activity opportunities based on their quality, accessibility, and

Dublin City Schools
K-12 Physical Education Graded Course of Study

availability to support a healthy, active lifestyle.

2.12.15. Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity.

2.12.16. Describes water safety and basic swimming skills.

Standard 3: Develops social skills through movement.

Rationale: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

PERFORMANCE INDICATORS

Benchmark A: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

3.12.1. Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.

3.12.2. Exhibits respect for others, cooperation, teamwork, conflict resolution, and fair play while engaging in physical activity.

3.12.3. Responds to winning and losing with respect and dignity (e.g., shaking hands, complimenting others, accepting outcomes).

3.12.4. Encourages and supports others through their interactions in a physical activity setting.

3.12.5. Thinks critically and solves problems in physical activity settings, both as an individual and in groups.

Benchmark B: Implements principles and practices to improve performance and exhibits leadership skills.

3.12.6. Exhibits leadership skills when participating in a variety of physical activity settings (e.g., officiating a game, making calls, organizing

Dublin City Schools
K-12 Physical Education Graded Course of Study

games).

3.12.7. Implements and provides feedback to improve performance without prompting from the teacher.

Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Participates in physical activity that leads to personal benefits and self-expression and takes responsibility for one's growth.

4.12.1. Selects and participates in physical activities that meet the need for self-expression.

4.12.2. Selects and participates in physical activities that meet the need for social interaction.

4.12.3. Identifies physical activities and describes how they positively affect health (e.g., lowering blood pressure, improving sleep, enhancing digestion, increasing energy levels).

4.12.4. Analyzes and applies self-selected strategies to manage one's emotions in a physical activity setting (e.g., breathing, tapping out, going for a walk).

4.12.5. Reflects on movement experiences during physical activity to develop an understanding of how movement is personally meaningful.

4.12.6. Exhibits self-direction, takes responsibility, and accepts consequences for individual actions across physical activity settings.

Dublin City Schools
K-12 Physical Education Graded Course of Study

Benchmark B: Develops a personal activity plan for current and lifetime participation.

4.12.7. Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).

4.12.8. Chooses and participates in physical activity based on personal interests.

4.12.9. Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.

4.12.10. Analyzes factors that can affect regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).