



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Advanced Weights & Conditioning Curriculum

Course Description: Advanced Weight Training is a high intensity course designed to meet the needs of highly motivated students. Students will lift weights and participate in related physical activities multiple times a week. Students should expect to work hard and see increases in strength and power. This course may be repeated for additional credit.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
18 weeks (ongoing, throughout the course term)	Safety and Technique	Topic 1: Technique Topic 2: Injury Prevention Topic 3: Personal/Social Responsibilities
18 weeks (ongoing, throughout the course term)	Concepts of Physical Fitness	Topic 1: Body Systems Topic 2: Movement Concepts

Curriculum Revisions

Fall 2025:

- Course description was updated to more clearly articulate the requisite nature of *Weight Training/Conditioning* as it relates to *Advanced Weight Training/Conditioning*.
- Standards used for the course changed to the [SHAPE PE National Standards](#) to be consistent with Missouri's learning standards, which adopted the SHAPE national standards as their state standards for PE in 2024
- Emphasis within "Concepts of Physical Fitness" was adjusted by adding "Body Systems and Movement Concepts" topics and language, resulting in fairly minor changes in content and concepts, but emphasizes language that is more consistent with the new standards and enhances the continuity for students transitioning from *Weight Training/Conditioning* to *Advanced Weight Training/Conditioning*
- Priority standards broken down into student-centric learning targets to provide more clarity in learning for both teachers and students.

Unit 1: Safety and Technique

Subject: Physical Education, Advanced Weights

Grade: 10-12

Name of Unit: Safety and Technique

Length of Unit: 18 weeks (ongoing, throughout the course term)

Overview of Unit: Students will continue to use previously learned safety, technique, and etiquette knowledge, in a weight room setting and how it promotes lifetime fitness.

Priority Standards for unit:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Unwrapped Priority Standards:

Priority Standard: SHAPE Standard 1 Develops a variety of motor skills.	
Learning Targets	Webb's DOK Level
	Bloom's Level
1.12.5 Demonstrates appropriate technique in cardiovascular training.	2
	Apply
1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.	2
	Apply
1.12.7 Demonstrates appropriate technique in flexibility training.	2
	Apply
1.12.8 Demonstrates appropriate technique in skill-related fitness training.	2
	Apply

Priority Standard: SHAPE Standard 2 Applies knowledge related to movement and fitness concepts.	
Learning Targets	Webb's DOK Level
	Bloom's Level
2.12.5 Analyzes how health and fitness will impact quality of life after high school.	3
	Analyze
2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.	3
	Evaluate
2.12.12 Applies knowledge of rest when planning regular physical activity.	2
	Apply
2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.	3
	Analyze

Priority Standard: SHAPE Standard 3 Develops social skills through movement.	
Learning Targets	Webb's DOK Level
	Bloom's Level
3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.	2
	Understand
3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.	2
	Apply
3.12.3 Encourages and supports others through their interactions in a physical activity setting.	2
	Apply
3.12.4 Implements and provides feedback to improve performance without prompting from teacher.	3
	Evaluate

3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).	2
	Apply
3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.	3
	Analyze

Priority Standard: SHAPE Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	
Learning Targets	Webb's DOK Level
	Bloom's Level
4.12.2 Selects and participates in physical activities that meet the need for social interaction.	2
	Apply
4.12.3 Identifies and participates in physical activity that positively affects health.	2
	Apply
4.12.4 Chooses and participates in physical activity based on personal interests.	2
	Apply
4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.	3
	Evaluate
4.12.6 Sets and develops movement goals related to personal interests.	3
	Create
4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.	3
	Apply
4.12.9 Reflects on movement experiences during physical education to develop an understanding of how movement is personally meaningful.	3
	Understand

Essential Questions:

1. Why is proper technique more important than the amount of weight lifted?
2. What strategies can beginners use to learn and maintain correct form in different lifts?
3. How can warming up and cooling down reduce the risk of injury in weight training?
4. What safety considerations should always be followed when lifting with a partner or spotting someone else?
5. What responsibilities do you have toward yourself and others when using shared fitness equipment?
6. Why is respecting others' space and safety important in the weight room environment?

Enduring Understanding/Big Ideas:

1. Understanding that proper technique protects your body from injuries and helps you build strength the correct way.
2. Beginning lifters should start with light weights or bodyweight movements to develop proper technique. Lifters should also ask for feedback from the coach or other classmates.
3. Warming up raises your heart rate, loosens your muscles, and prepares your body for exercise, lowering the chance of muscle strains or pulls. Cooling down helps your body gradually return to normal, reduces soreness, and keeps your muscles flexible for the next workout.
4. When spotting, always pay attention to the lifter, stand in the correct position, communicate before the lift, and never walk away or cause distractions.
5. In the weight room, re-rack weights, wipe down equipment after use, handle it safely, and share fairly while being mindful of others.
6. Distracting someone in the weight room could cause them to lose focus and get hurt. Respecting each other's space also creates a more positive and supportive environment in the weight room, where everyone feels comfortable working out.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Identify Demonstrate Describe Distinguish Determine Define Evaluate Explain Summarize Imply	Technique Muscle Strength Cardio Endurance Muscle Endurance Acceleration Balance Agility Core Explosion Parallel Power Range of Motion Plyometrics

Topic 1: Technique

Engaging Experience

Title: Technique

Suggested Length of Time: 18 weeks (ongoing, throughout the course term)

Standards Addressed

Priority:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting:

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 1.12.5 Demonstrates appropriate technique in cardiovascular training.
- 1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.
- 1.12.7 Demonstrates appropriate technique in flexibility training.
- 1.12.8 Demonstrates appropriate technique in skill-related fitness training.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.

Detailed Description/Instructions: Students will demonstrate proper techniques and skills to execute assigned lifts as taught by their instructor. Students will be observed performing the assigned training exercises and will be tested on their core lifts —horizontal press, squat, and hinge movement — at the end of each training period (9 weeks). Students will demonstrate the proper use of safety equipment and spotting techniques, and will use equipment correctly while strength training.

Bloom's Levels: Analyze

Webb's DOK: 1

Topic 2: Injury Prevention

Engaging Experience

Title: Injury Prevention

Suggested Length of Time: 18 weeks (ongoing, throughout the course term)

Standards Addressed

Priority:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting:

- 1.12.5 Demonstrates appropriate technique in cardiovascular training.
- 1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.
- 1.12.7 Demonstrates appropriate technique in flexibility training.
- 1.12.8 Demonstrates appropriate technique in skill-related fitness training.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.

Detailed Description/Instructions: Students will demonstrate an understanding of the importance of warm up and cool down routines when participating in strenuous physical activity. Furthermore, students will utilize the knowledge learned from Topic 1 in order to protect themselves from potential injury.

Bloom's Levels: Analyze

Webb's DOK: 1

Topic 3: Personal/Social Responsibilities

Engaging Experience

Title: Personal/Social Responsibilities

Suggested Length of Time: 18 weeks (ongoing, throughout the course term)

Standards Addressed

Priority:

- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting:

- 2.12.5 Analyzes how health and fitness will impact quality of life after high school.
- 2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g. injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6 Sets and develops movement goals related to personal interests.
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

- 4.12.9 Reflects on movement experiences during physical education to develop an understanding of how movement is personally meaningful.

Detailed Description/Instructions: Students will show respect for themselves, others, and the space they are exercising in. This process will be observed following instruction from the teacher over care of equipment, weight room etiquette, and spotting techniques.

Bloom's Levels: Analyze

Webb's DOK: 1

Engaging Scenario

Engaging Scenario

At the end of the course, students will need to perform a warmup and cool down successfully. Students will need to perform correct safety and spotting techniques. In addition, strength gain will be measured as a form of assessment in the three advanced core lifts of bench press, squat, and hang clean. Assessment will be based upon the first test at the beginning of the course to the last test at the end.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Technique	Technique	Students will demonstrate proper techniques and skills to execute assigned lifts as taught by their instructor. Students will be observed performing the assigned training exercises and will be tested on their core lifts —horizontal press, squat, and hinge movement — at the end of each training period (9 weeks). Students will demonstrate the proper use of safety equipment and spotting techniques, and will use equipment correctly while strength training.	18 weeks (ongoing, throughout the course term)
Injury Prevention	Injury Prevention	Students will demonstrate an understanding of the importance of warm up and cool down routines when participating in strenuous physical activity. Furthermore, students will utilize the knowledge learned from Topic 1 in order to protect themselves from potential injury.	18 weeks (ongoing, throughout the course term)
Personal/Social Responsibilities	Personal/Social Responsibilities	Students will show respect for themselves, others, and the space they are exercising in. This process will be observed following instruction from the teacher over care of equipment, weight room etiquette, and spotting techniques.	18 weeks (ongoing, throughout the course term)

Unit 2: Concepts of Physical Fitness

Subject: Physical Education, Weights and Conditioning

Grade: 9-12

Name of Unit: Concepts of Physical Fitness

Length of Unit: Ongoing, throughout the course term

Overview of Unit: Students will be introduced to the importance of physical education in the areas of body systems and movement concepts in a weight room environment.

Priority Standards for unit:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Unwrapped Priority Standards:

Priority Standard: SHAPE Standard 1 Develops a variety of motor skills.	
Learning Targets	Webb's DOK Level
	Bloom's Level
1.12.5 Demonstrates appropriate technique in cardiovascular training.	2
	Apply
1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.	2
	Apply
1.12.7 Demonstrates appropriate technique in flexibility training.	2
	Apply
1.12.8 Demonstrates appropriate technique in skill-related fitness training.	2
	Apply

Priority Standard: [SHAPE Standard 2](#) Applies knowledge related to movement and fitness concepts.

Learning Targets	Webb's DOK Level
	Bloom's Level
2.12.5 Analyzes how health and fitness will impact quality of life after high school.	3
	Analyze
2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.	4
	Create
2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.	4
	Create
2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.	3
	Evaluate
2.12.12 Applies knowledge of rest when planning regular physical activity.	2
	Apply

Priority Standard: [SHAPE Standard 3](#) Develops social skills through movement.

Learning Targets	Webb's DOK Level
	Bloom's Level
3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.	3
	Evaluate

Priority Standard: SHAPE Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	
Learning Targets	Webb's DOK Level
	Bloom's Level
4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.	2
	Apply
4.12.3 Identifies and participates in physical activity that positively affects health.	2
	Apply
4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.	3
	Evaluate
4.12.6 Sets and develops movement goals related to personal interests.	4
	Create

Essential Questions:

1. How can the F.I.T.T. principles and the FitnessGram test be used to create, measure, and improve a personal fitness goals?
2. How does participating in ongoing strength training and conditioning affect one's body systems and promote overall fitness?
3. How can understanding movement concepts help students lift safely and effectively in a weight training class?

Enduring Understanding/Big Ideas:

1. The F.I.T.T. principles help you design a personalized workout plan, and the FitnessGram test allows you to track progress and adjust your plan to improve your fitness goals.
2. Participating in ongoing strength training and conditioning strengthens muscles and bones, improves cardiovascular and respiratory function, and promotes overall physical health and fitness.
3. Understanding movement concepts helps students lift safely and effectively by teaching proper body mechanics, alignment, and control during each exercise.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Identify Demonstrate Describe Distinguish Determine Define Evaluate Explain Summarize Imply	Technique Muscle Strength Cardio Endurance Muscle Endurance Acceleration Balance Agility Core Explosion Parallel Power Range of Motion Plyometrics

Topic 1: Fitness Principles

Engaging Experience

Title: Fitness Principles

Suggested Length of Time: 18 weeks (ongoing, throughout the course term)

Standards Addressed

Priority:

- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 3](#): Develops social skills through movement.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting:

- 2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength, endurance, and flexibility training exercises.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6 Sets and develops movement goals related to personal interests.

Detailed Description/Instructions: The student will understand how the F.I.T.T. principle (Frequency, Intensity, Time, and Type) can be utilized as a guideline to design an effective fitness program. Additionally, test the four health-related fitness components (flexibility, muscular endurance, cardiovascular endurance, and muscle strength) using the Fitnessgram test.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 2: Body Systems

Engaging Experience

Title: Body Systems

Suggested Length of Time: 18 weeks (ongoing, throughout the course term)

Standards Addressed

Priority:

- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting:

- 2.12.5 Analyzes how health and fitness will impact quality of life after high school.
- 2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
- 4.12.3 Identifies and participates in physical activity that positively affects health.

Detailed Description/Instructions: Students will be instructed on how to identify the body system and muscle groups associated with the assigned activity and will be informally assessed by the instructor to articulate which body systems are associated with the assigned activity throughout the semester.

Bloom's Levels: Understand

Webb's DOK: 1

Topic 3: Movement Concepts

Engaging Experience

Title: Movement Concepts

Suggested Length of Time: 18 weeks (ongoing, throughout the course term)

Standards Addressed

Priority:

- [SHAPE Standard 1](#): Develops a variety of motor skills.
- [SHAPE Standard 2](#): Applies knowledge related to movement and fitness concepts.
- [SHAPE Standard 4](#): Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Supporting:

- 1.12.5 Demonstrates appropriate technique in cardiovascular training.
- 1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.
- 1.12.7 Demonstrates appropriate technique in flexibility training.
- 1.12.8 Demonstrates appropriate technique in skill-related fitness training.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.12 Applies knowledge of rest when planning regular physical activity
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.

Detailed Description/Instructions: Students will participate in various exercises to learn advanced movements utilizing specific equipment (e.g., dumbbells, exercise bands, steps, landmine, etc.).

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Scenario

Engaging Scenario

At the end of the course, students will need to perform movements correctly and show correct safety and spotting techniques. The student will participate in informal assessments identifying muscle groups with advanced strength training exercises.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Fitness Principles	Fitness Principles	The student will achieve individually identified healthy fitness levels in the four health-related components: flexibility, muscular endurance, cardiovascular endurance, and muscle strength. The student will participate in daily and the end of the course fitness assessment. (Fitnessgram, sit and reach test, push up test, etc.)	18 weeks (ongoing, throughout the course term)
Body Systems	Body Systems	Students will be instructed on how to identify the body system and muscle groups associated with the assigned activity and will be informally assessed by the instructor to articulate which body systems are associated with the assigned activity throughout the semester.	18 weeks (ongoing, throughout the course term)
Movement Concepts	Movement Concepts	Students will participate in various exercises to learn advanced movements utilizing specific equipment (e.g., dumbbells, exercise bands, steps, landmine, etc.).	18 weeks (ongoing, throughout the course term)

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.