



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: **Physical Education**

COURSE: **Strength & Conditioning**

Curriculum Development Timeline

School: Ocean Township High School

Course: Strength & Conditioning

Department: Physical Education

Board Approval	Supervisor	Notes
August 2026	Patrick Sullivan	Born Date

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Course Intro & Performance Foundations	21	Performance Testing & Data Analysis
2	Course Intro & Performance Foundations	22	Performance Testing & Data Analysis
3	Safety, Equipment Use & Injury Prevention	23	Performance Testing & Data Analysis
4	Safety, Equipment Use & Injury Prevention	24	Sport-Specific Training Applications
5	Movement Mechanics & Functional Training	25	Sport-Specific Training Applications
6	Movement Mechanics & Functional Training	26	Sport-Specific Training Applications
7	Movement Mechanics & Functional Training	27	Recovery, Mobility & Injury Rehab Principles
8	Strength Training Fundamentals (Technique Focus)	28	Recovery, Mobility & Injury Rehab Principles
9	Strength Training Fundamentals (Technique Focus)	29	Advanced Lifting Techniques (Olympic/Explosive Lifts Intro)
10	Strength Training Fundamentals (Technique Focus)	30	Advanced Lifting Techniques (Olympic/Explosive Lifts Intro)
Week	Marking Period 2	Week	Marking Period 4
11	Strength Program Design & Periodization	31	Nutrition for Performance
12	Strength Program Design & Periodization	32	Nutrition for Performance
13	Strength Program Design & Periodization	33	Nutrition for Performance

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14	Power, Speed & Agility Training	34	Lifetime Strength & Fitness (Mental Health Mandate)
15	Power, Speed & Agility Training	35	Lifetime Strength & Fitness (Mental Health Mandate)
16	Power, Speed & Agility Training	36	Lifetime Strength & Fitness (Mental Health Mandate)
17	Conditioning Systems & Energy Systems	37	Capstone Training Program Development
18	Conditioning Systems & Energy Systems	38	Practical Review
19	Midterm Review	39	Final Review
20	Midterm Assessment	40	Final Assessment

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Core Instructional & Supplemental Materials including various levels of Texts

- *Essentials of Strength Training and Conditioning* – National Strength and Conditioning Association (NSCA)
- *High School Strength Training* – Lee Brown
- *Exercise Physiology: Theory and Application to Fitness and Performance*
- *Science of Strength Training* – Austin Current
- *Fitness for Life* – Human Kinetics
- *FitnessGram & ActivityGram Test Administration Manual*
- *Complete Guide to Sport Education*
- *Developing Agility and Quickness* – NSCA
- *Nutrition for Sport, Exercise, and Health*
- *Strength Training Anatomy* – Frederic Delavier
- Peer-reviewed articles from:
 - [NSCA](#)
 - [NASM](#)
 - [American College of Sports Medicine \(ACSM\)](#)
 - [Centers for Disease Control and Prevention \(CDC\) Physical Activity Resources](#)
- Teacher-created PowerPoints, guided notes, and movement analysis worksheets
- Digital fitness and performance tracking applications
- Instructional videos and demonstrations:
- Resistance training equipment
- Heart rate monitors and fitness testing equipment
- Bilingual vocabulary supports and adapted reading materials for Multi-Lingual Learners

Time Frame	2 Weeks
Topic	
Course Introduction & Performance Foundations	
Alignment to Standards	
• 2.2.12.MSC.2: Analyze the application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, and emotional fitness through one's lifetime. • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in	

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physical fitness activity to share and learn experiences from your own and other cultures.

- **2.3.12.PS.1:** Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences.

Learning Objectives and Activities

Students will:

- Understand course expectations and weight room procedures.
- Define the components of athletic performance.
- Establish personal fitness and performance goals.
- Develop introductory knowledge of strength and conditioning principles.

Activities

- Course syllabus review
- Goal-setting activities
- Baseline movement screenings
- Introductory weight room orientation
- Fitness journals
- TED Talks and performance-analysis videos
- Discussion: "What defines athletic performance?"





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Assessments

Formative:

- Goal-setting worksheet
- Teacher observation
- Class discussion participation
- Introductory movement checklist

Summative:

- Course expectations quiz
- Baseline fitness profile

Benchmark:

- Pre-test: Strength & Conditioning Knowledge
- Baseline performance assessments

Alternative:

- Digital fitness portfolio
- Oral explanation of performance goals

Interdisciplinary Connections

ELA

- **SL.11-12.5:** Make strategic use of digital media in presentations to enhance understanding of findings and reasoning.
 - Students create digital goal-setting presentations related to athletic performance.

Mathematics

- **N-Q.A.1:** Use units to understand and solve multi-step problems.
 - Students analyze baseline fitness data and calculate improvement goals.





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Career Readiness, Life Literacies, and Key Skills

- **9.4.12.TL.3:** Analyze the effectiveness of collaborative environments.
- **9.2.12.CAP.3:** Investigate how continuing education contributes to career and personal growth.

Technology Integration

- **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.12.IML.1:** Evaluate, synthesize, and apply information from multiple sources to assist in solving problems and making decisions.

Technology Used:

- Google Sheets
- Fitness tracking apps
- Video analysis software
- Smartboard presentations

Career Education

- Strength & Conditioning Coach
- Exercise Physiologist
- Athletic Trainer
- Sports Performance Specialist

Students will explore career pathways related to exercise science and athletic performance.

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COURSE: **Strength & Conditioning**

Time Frame	2 Weeks
Topic	
Safety, Equipment Use & Injury Prevention	
Alignment to Standards	
• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences. • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one activity to another. • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage participation during physical activities. • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and physiological responses before, during, and after activity.	
Learning Objectives and Activities	
Students will: • Demonstrate proper spotting techniques. • Identify injury prevention strategies. • Apply proper safety procedures in the weight room. • Understand environmental and physical risks associated with training. Activities • Spotting drills • Safety stations • Equipment demonstrations • Injury prevention case studies • Warm-up and cooldown instruction • Weight room etiquette lessons	





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Assessments

Formative

- Safety checklist
- Spotting evaluation
- Teacher observation
- Exit tickets

Summative

- Weight room safety quiz
- Practical spotting assessment

Benchmark

- Safety technique analysis
- Equipment-use evaluation

Alternative Assessments

- Journal reflection
- Video-recorded safety demonstration

Interdisciplinary Connections

Science

- **HS-LS1-3:** Plan and conduct investigations to provide evidence that feedback mechanisms maintain homeostasis.
 - Students study how proper warm-ups and hydration affect body systems and injury prevention.

ELA

- **RI.11-12.1:** Cite strong and thorough textual evidence to support analysis.
 - Students analyze injury-prevention articles and summarize findings.

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COURSE: **Strength & Conditioning**

Career Readiness, Life Literacies, and Key Skills

- **9.4.12.IML.2:** Evaluate digital resources for accuracy and relevance.
- **9.2.12.CAP.5:** Assess and modify a personal plan to support postsecondary goals.

Technology Integration

- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility, and relevance of information.
- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Technology Used:

- Safety demonstration videos
- Injury-prevention infographics
- Digital safety quizzes

Career Education

- Athletic Trainer
- Physical Therapist
- Occupational Therapist

Students will examine careers focused on injury prevention and rehabilitation.

Time Frame	3 Weeks
Topic	
Movement Mechanics & Functional Training	
Alignment to Standards	
● 2.2.12.MSC.2: Analyze the application of force and motion and modify movement to impact performance. ● 2.2.12.PF.3: Design and implement a personal fitness plan using evidence and fitness-training principles. ● 2.2.12.PF.5: Analyze strength, conditioning, agility, and physiological responses.	

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COURSE: **Strength & Conditioning**

Learning Objectives and Activities

Students will:

- Analyze movement efficiency.
- Demonstrate proper squat, hinge, push, pull, and rotational mechanics.
- Apply functional movement concepts to athletic performance.

Activities

- Functional movement screening
- Bodyweight movement drills
- Mobility circuits
- Resistance band training
- Video form analysis

Assessments

Formative

- Movement checklist
- Peer feedback
- Mobility log

Summative

- Functional movement practical assessment

Benchmark

- Pre/post movement screening

Alternative Assessments

- Video analysis reflection
- Modified functional training circuit

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COURSE: **Strength & Conditioning**

Interdisciplinary Connections

Science

- **HS-PS2-1:** Analyze data to support Newton's Second Law of Motion.
 - Students examine how force production impacts athletic movement.

Mathematics

- **S-ID.A.1:** Represent data with plots on a number line.
 - Students track movement assessment improvements over time.

Career Readiness, Life Literacies, and Key Skills

- **9.4.12.IML.2:** Evaluate digital resources for accuracy and relevance.
- **9.2.12.CAP.5:** Assess and modify a personal plan to support postsecondary goals.

Technology Integration

- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims or determine optimal design solutions.
- **9.4.12.TL.2:** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Technology Used:

- Slow-motion movement analysis
- Hudl Technique
- Google Forms reflection logs

Career Education

Career Education

- Biomechanist
- Sports Scientist
- Personal Trainer

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COURSE: **Strength & Conditioning**

Students explore how movement analysis improves athletic performance.

Time Frame	3 Weeks
Topic	
Strength Training Fundamentals	
Alignment to Standards	
• 2.2.12.PF.3: Design and implement a personal fitness plan using evidence and fitness principles. • 2.2.12.PF.5: Analyze fitness knowledge in strength and conditioning. • 2.2.12.MSC.2: Analyze force and motion to impact performance.	
Learning Objectives and Activities	
Students will: • Demonstrate correct lifting techniques. • Apply overload and progression principles. • Identify major muscle groups and exercises. Activities • Barbell and dumbbell instruction • Machine training rotations • Exercise identification • Resistance training circuits • Workout logs	
Assessments	
Formative • Lift technique checklist • Daily workout logs	

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COURSE: **Strength & Conditioning**

- Teacher observation

Summative

- Lifting technique practical exam
- Muscle group identification quiz

Benchmark

- Strength performance assessment

Alternative Assessments

- Digital exercise portfolio
- Oral explanation of lifting concepts

Interdisciplinary Connections

Science

- **HS-LS1-2:** Develop and use a model to illustrate the hierarchical organization of body systems.
 - Students study muscle groups and muscular system functions.

ELA

- **SL.11-12.4:** Present information clearly and logically.
 - Students explain exercise techniques and training principles.

Career Readiness, Life Literacies, and Key Skills

- **9.2.12.CAP.3:** Investigate how continuing education contributes to career and personal growth.
- **9.4.12.IML.3:** Analyze data using tools and models to make reliable claims.

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COURSE: **Strength & Conditioning**

Technology Integration

- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims or determine optimal design solutions.
- **9.4.12.TL.2:** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Technology Used:

- Fitness apps
- QR-code exercise demonstrations
- Video replay analysis

Career Education

- Certified Strength Coach
- Personal Trainer
- Physical Education Teacher

Students investigate certifications and educational pathways in strength training professions.

Time Frame

3 Weeks

Topic

Strength Program Design & Periodization

Alignment to Standards

- **2.1.12.PGD.1:** Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy social and emotional life.
- **2.2.12.PF.1:** Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, and emotional fitness through one's lifetime.
- **2.2.12.PF.3:** Design and implement a personal fitness plan using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill-related fitness.
- **2.2.12.LF.1:** Apply and share movement and physical fitness vocabulary to motivate

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COURSE: **Strength & Conditioning**

oneself and others.

Learning Objectives and Activities

Students will:

- Design individualized strength and conditioning programs.
- Understand periodization models and workout splits.
- Apply progression, overload, recovery, and specificity principles.
- Analyze how training variables impact performance.

Activities:

- SMART goal setting
- Training split design
- Workout planning activities
- Linear and undulating periodization lessons
- Partner program critiques
- Weekly workout journals

Assessments

Formative

- Training log reviews
- Program design checkpoints
- Exit slips
- Peer feedback discussions

Summative

- 4-week individualized training program
- Program presentation

Benchmark

- Program design pre/post assessment

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COURSE: **Strength & Conditioning**

Alternative Assessments

- Digital training portfolio
- Modified training plan using bodyweight exercises only

Interdisciplinary Connections

Mathematics

- **A-CED.A.1:** Create equations and inequalities to represent relationships between quantities.
 - Students calculate training percentages, repetitions, and workload volume.

ELA

- **W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas clearly.
 - Students explain the rationale behind their individualized training programs.

Career Readiness, Life Literacies, and Key Skills

- **9.2.12.CAP.3:** Investigate how continuing education contributes to career and personal growth.
- **9.4.12.IML.3:** Analyze data using tools and models to make reliable claims.

Technology Integration

- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims or determine optimal design solutions.
- **9.4.12.TL.2:** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Technology Used:

- Google Sheets workout templates
- Digital program design platforms
- Strength tracking applications

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COURSE: **Strength & Conditioning**

Career Education

- Strength Coach
- Exercise Physiologist
- Sports Scientist

Students explore how athletic programs are developed at the collegiate and professional levels.

Time Frame

3 Weeks

Topic

Power, Speed & Agility Training

Alignment to Standards

- **2.2.12.MSC.2:** Analyze the application of force and motion and modify movement to impact performance.
- **2.2.12.PF.3:** Design and implement a personal fitness plan using evidence and evaluate fitness-training principles.
- **2.2.12.PF.5:** Analyze fitness knowledge in strength, conditioning, agility, and physiological responses.
- **2.2.12.LF.4:** Exhibit responsible social behavior and collaborate respectfully during physical activity.

Learning Objectives and Activities

Students will:

- Develop explosive power and speed.
- Demonstrate proper sprint mechanics and agility techniques.
- Analyze how plyometric training enhances performance.

Activities

- Ladder drills

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COURSE: **Strength & Conditioning**

- Sprint mechanics
- Plyometric circuits
- Cone shuttle drills
- Reaction-time competitions
- Vertical jump activities

Assessments

Formative

- Sprint technique checklist
- Peer evaluation
- Daily agility log

Summative

- Agility course performance assessment
- Sprint mechanics rubric

Benchmark

- 40-yard dash
- Vertical jump testing
- Shuttle run assessment

Alternative Assessments

- Video-recorded movement analysis
- Modified agility circuit

Interdisciplinary Connections

Science

- **HS-PS2-2:** Use mathematical representations to support claims regarding Newton's Second Law.
 - Students examine force production and acceleration during sprinting.

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Mathematics

- **S-ID.A.1:** Represent and interpret data.
 - Students compare sprint and jump performance data over time.

Career Readiness, Life Literacies, and Key Skills

- **9.4.12.TL.1:** Assess digital tools based on utility and accessibility.
- **9.2.12.CAP.5:** Assess and modify a personal plan to support career interests.

Technology Integration

- **9.4.12.TL.1:** Assess digital tools based on accessibility options, capacities, and utility.
- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims.

Technology Used:

- Sprint timing apps
- Video analysis tools
- Digital reaction timers

Career Education

- Sports Performance Coach
- Athletic Trainer
- Speed & Agility Specialist

Students investigate careers related to athletic development and elite sports training.

Time Frame	2 Weeks
Topic	
Conditioning Systems & Energy Systems	
Alignment to Standards	
• 2.2.12.PF.5: Analyze physiological responses of energy systems before, during, and after physical fitness activities.	

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- **2.2.12.MSC.2:** Analyze force and motion to impact performance.
- **2.1.12.PGD.1:** Develop practices designed to support an active lifestyle.

Learning Objectives and Activities

Students will:

- Differentiate between aerobic and anaerobic systems.
- Analyze conditioning methods and performance outcomes.
- Monitor heart rate and recovery.

Activities

- HIIT training
- Aerobic conditioning circuits
- Heart rate monitoring
- Interval training
- Recovery tracking

Assessments

Formative

- Heart rate logs
- Conditioning participation rubric
- Exit slips

Summative

- Conditioning program analysis
- Cardiovascular endurance assessment

Benchmark

- PACER test
- Cooper Run Test

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COURSE: **Strength & Conditioning**

Alternative Assessments

- Walking endurance assessment
- Digital conditioning reflection journal

Interdisciplinary Connections

Science

- **HS-LS1-3:** Provide evidence that feedback mechanisms maintain homeostasis.
 - Students study oxygen consumption and recovery processes during exercise.

Mathematics

- **N-Q.A.2:** Define appropriate quantities for descriptive modeling.
 - Students calculate target heart-rate zones and training intensity.

Career Readiness, Life Literacies, and Key Skills

- **9.4.12.TL.1:** Assess digital tools based on utility and accessibility.
- **9.2.12.CAP.5:** Assess and modify a personal plan to support career interests.

Technology Integration

- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims.
- **9.4.12.TL.2:** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Technology Used:

- Heart-rate monitors
- Fitness tracking apps
- Digital data charts
-

Career Education

- Exercise Physiologist
- Cardiac Rehabilitation Specialist
- Sports Scientist

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Students analyze how conditioning programs improve athletic and overall health performance.

Time Frame	3 Weeks
Topic	
Performance Testing & Data Analysis	
Alignment to Standards	
● 2.2.12.PF.3: Design and implement a personal fitness plan using evidence and evaluate progress. ● 2.2.12.PF.5: Analyze fitness knowledge and physiological responses. ● 2.2.12.LF.3: Examine the building of fitness levels to participate in a variety of activities	
Learning Objectives and Activities	
Students will: ● Conduct performance assessments. ● Analyze and interpret fitness data. ● Compare pre- and post-performance results. Activities ● Vertical jump testing ● 1RM estimation ● Flexibility testing ● Speed assessments ● Data graphing activities	

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Assessments

Formative

- Fitness logs
- Reflection journals
- Peer evaluation

Summative

- Performance data analysis project
- Fitness testing practical assessment

Benchmark

- Pre/post testing comparison

Alternative Assessments

- Oral presentation of data findings
- Digital infographic project

Interdisciplinary Connections

Mathematics

- **S-ID.B.6:** Represent data and interpret linear relationships.
 - Students graph and interpret fitness improvements over time.

Technology

- **9.4.12.IML.4:** Assess and critique data visualizations.
 - Students evaluate digital performance graphs and charts.

Career Readiness, Life Literacies, and Key Skills

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Technology Integration

- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims.

Technology Used:

- Spreadsheet software
- Performance tracking apps
- Digital graphing tools

Career Education

- Sports Analyst
- Strength Coach
- Exercise Researcher

Students evaluate how data is used in sports science and athletic performance careers.

Time Frame	3 Weeks
Topic	
Sport-Specific Training Applications	
Alignment to Standards	
● 2.2.12.PF.3: Design and implement a personal fitness plan using evidence. ● 2.2.12.MSC.5: Develop modifications to activities that enhance participation, safety, and performance. ● 2.2.12.LF.8: Identify resources and career options related to physical activity and health.	
Learning Objectives and Activities	
Students will: ● Design workouts for specific sports.	

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- Analyze movement demands for various athletic activities.
- Modify training programs for different athletes.

Activities

- Team sport conditioning
- Position-specific workouts
- Sport movement analysis
- Agility and reaction drills

Assessments

Formative

- Sport training logs
- Peer coaching observations
- Skill checklists

Summative

- Sport-specific workout design project

Benchmark

- Practical skill demonstration

Alternative Assessments

- Video-based coaching analysis
- Presentation on training for a chosen sport

Interdisciplinary Connections

Science

- **HS-LS1-2:** Develop models illustrating body-system interactions.
 - Students examine how different sports stress different body systems.

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COURSE: **Strength & Conditioning**

ELA

- **SL.11-12.1:** Initiate and participate effectively in collaborative discussions.
 - Students collaborate to evaluate training plans for various sports.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility, and relevance.
- **9.4.12.TL.1:** Assess digital tools based on accessibility options, capacities, and utility.

Technology Used:

- Hudl Technique
- Sport-analysis videos
- Digital workout planners

Career Education

- Sports Performance Trainer
- Collegiate Strength Coach
- Athletic Director

Students explore how sport-specific training is utilized at the high school, collegiate, and professional levels.

Time Frame

2 Weeks

Topic

Recovery, Mobility & Injury Rehabilitation Principles

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COURSE: **Strength & Conditioning**

Alignment to Standards

- **2.1.12.PGD.1:** Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy social and emotional life.
- **2.2.12.PF.1:** Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, and emotional fitness throughout one's lifetime.
- **2.2.12.PF.5:** Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems before, during, and after physical fitness activities.
- **2.2.12.LF.4:** Exhibit responsible social behavior by including and cooperating with classmates of all skill levels and assisting when needed during physical activity.

Learning Objectives and Activities

Students will:

- Explain the importance of recovery in athletic performance.
- Demonstrate proper mobility and flexibility techniques.
- Identify common athletic injuries and rehabilitation strategies.
- Analyze how sleep, hydration, and stress impact recovery.

Activities

- Foam rolling instruction
- Static and dynamic stretching routines
- Mobility circuits
- Recovery station rotations
- Injury prevention case studies
- Guided breathing and stress-management exercises
- Sports medicine guest speaker discussion

Assessments

Formative

- Mobility checklist
- Stretching participation rubric

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- Recovery journal entries
- Teacher observations

Summative

- Recovery and mobility practical assessment
- Injury prevention project

Benchmark

- Flexibility assessment
- Movement quality screening

Alternative Assessments

- Video demonstration of recovery techniques
- Digital recovery plan presentation
- Modified mobility routine for students with physical limitations

Interdisciplinary Connections

Science

- **HS-LS1-3:** Plan and conduct investigations to provide evidence that feedback mechanisms maintain homeostasis.
 - Students analyze how recovery techniques assist the body in restoring balance after exercise.

Health Education

- **2.1.12.EH.1:** Recognize one's personal traits, strengths, and limitations and identify how they contribute to healthy decision-making.
 - Students evaluate how lifestyle choices impact physical recovery and emotional wellness.

Career Readiness, Life Literacies, and Key Skills

- **9.2.12.CAP.5:** Assess and modify a personal plan to support current interests and postsecondary plans.

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- **9.4.12.IML.2:** Evaluate digital sources for accuracy and relevance.

Technology Integration

- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility, and relevance.
- **9.4.12.TL.1:** Assess digital tools based on accessibility options, capacities, and utility.

Technology Used:

- Recovery tracking applications
- Guided stretching videos
- Wearable fitness technology
- Digital wellness journals

Career Education

- Physical Therapist
- Athletic Trainer
- Sports Medicine Physician
- Massage Therapist

Students will explore rehabilitation and recovery careers within sports medicine and health sciences.

Time Frame	2 Weeks
Topic	
Advanced Lifting Techniques	
Alignment to Standards	
● 2.2.12.MSC.2: Analyze the application of force and motion and modify movement to impact performance. ● 2.2.12.PF.3: Design and implement a personal fitness plan using evidence and evaluate fitness-training principles. ● 2.2.12.PF.5: Analyze strength, conditioning, agility, and physiological responses during fitness activities.	

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Learning Objectives and Activities

Students will:

- Demonstrate introductory Olympic lifting techniques safely.
- Analyze explosive movement patterns.
- Apply advanced lifting concepts to athletic performance.

Activities

- Hang clean progressions
- Medicine ball power drills
- Trap bar deadlift instruction
- Push press technique
- Explosive movement stations
- Video analysis of Olympic lifting

Assessments

Formative

- Technique checklists
- Peer feedback
- Lift progression logs

Summative

- Olympic lift practical assessment
- Explosive movement analysis assignment

Benchmark

- Power output testing
- Technique proficiency evaluation

Alternative Assessments

- PVC pipe technique assessment

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COURSE: **Strength & Conditioning**

- Video-recorded lift analysis
- Modified lifting circuit

Interdisciplinary Connections

Physics

- **HS-PS2-1:** Analyze data to support claims regarding Newton's Second Law of Motion.
 - Students examine how force production impacts explosive athletic movement.

Mathematics

- **A-CED.A.2:** Create equations to represent relationships between quantities.
 - Students calculate lifting percentages and training loads.

Career Readiness, Life Literacies, and Key Skills

- **9.4.12.TL.1:** Assess digital tools based on utility and accessibility.
- **9.2.12.CAP.3:** Investigate how continuing education contributes to career growth.

Technology Integration

- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims.
- **9.4.12.TL.1:** Assess digital tools based on accessibility options, capacities, and utility.

Technology Used:

- Slow-motion lift analysis
- Digital training logs
- QR-code exercise tutorials

Career Education

- Olympic Weightlifting Coach
- Strength Coach
- Exercise Scientist

Students explore advanced training methodologies used in collegiate and professional athletics.

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Time Frame	3 Weeks
Topic	
Nutrition for Performance	
Alignment to Standards	
● 2.2.12.N.1: Compare and contrast nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. ● 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. ● 2.2.12.N.3: Analyze the unique contributions of each nutrient class to one's health and fitness. ● 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.	
Learning Objectives and Activities	
Students will: ● Analyze nutritional needs for athletic performance. ● Identify healthy fueling and hydration strategies. ● Examine nutrition myths and supplement safety. ● Design nutrition plans based on activity level and goals.	
Activities ● Macronutrient analysis ● Hydration labs ● Food label analysis ● Meal-planning activities ● Nutrition tracking journals ● Supplement research project ● Diet myth discussions	
Assessments	

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COURSE: **Strength & Conditioning**

Formative

- Nutrition exit slips
- Food journal reviews
- Classroom discussions
- Meal-planning worksheets

Summative

- Sports nutrition project
- Personalized nutrition plan

Benchmark

- Nutrition knowledge pre/post test

Alternative Assessments

- Digital meal-planning presentation
- Healthy recipe project
- Oral nutrition reflection

Interdisciplinary Connections

Science

- **HS-LS1-7:** Use models to illustrate cellular respiration and energy transfer.
 - Students study how nutrients fuel muscular activity and recovery.

Mathematics

- **N-Q.A.1:** Use units and quantities to solve problems.
 - Students calculate caloric intake, hydration needs, and nutrient percentages.

Career Readiness, Life Literacies, and Key Skills

- **9.4.12.TL.2:** Generate data using spreadsheet calculations and draw conclusions.
- **9.2.12.CAP.5:** Assess and modify a personal plan to support future goals.

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Technology Integration

- **9.4.12.TL.2:** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims.

Technology Used:

- Nutrition tracking applications
- Spreadsheet nutrient analysis
- Digital food logs

Career Education

- Sports Nutritionist
- Registered Dietitian
- Wellness Coach

Students investigate nutrition-related careers in athletics and healthcare.

Time Frame

3 Weeks

Topic

Lifetime Strength & Fitness

Alignment to Standards

- **2.1.12.PGD.1:** Develop practices and strategies designed to support an active lifestyle, mental health, and emotional wellness.
- **2.2.12.LF.1:** Apply and share movement and physical fitness vocabulary to motivate oneself and others.
- **2.2.12.LF.3:** Examine building a level of fitness to successfully participate in a range of activities throughout life.
- **2.2.12.LF.5:** Describe the social benefits gained from participating in physical activity.
- **2.2.12.LF.8:** Identify personal and community resources related to physical activity and health careers.

Learning Objectives and Activities

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COURSE: **Strength & Conditioning**

Students will:

- Develop lifelong fitness habits.
- Analyze the relationship between exercise and mental health.
- Identify community fitness opportunities and wellness resources.
- Examine fitness participation across the lifespan.

Activities

- Mental wellness reflections
- Community fitness resource research
- Leisure activity exploration
- Fitness goal revision
- Guest speaker presentations
- Fitness lifestyle planning

Assessments

Formative

- Reflection journals
- Group discussions
- Fitness participation logs

Summative

- Lifetime fitness portfolio
- Wellness action plan

Benchmark

- Mental health and wellness survey
- Fitness lifestyle self-assessment

Alternative Assessments

- Community fitness presentation
- Concept map
- Digital wellness portfolio

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Interdisciplinary Connections

Health Education

- **2.1.12.EH.2:** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
 - Students evaluate how exercise contributes to stress management and emotional wellness.

ELA

- **W.11-12.4:** Produce clear and coherent writing appropriate to task and audience.
 - Students create written wellness plans and reflections.

Career Readiness, Life Literacies, and Key Skills

- **9.2.12.CAP.3:** Investigate how continuing education contributes to personal growth.
- **9.4.12.TL.1:** Assess digital tools based on accessibility and utility.

Technology Integration

- **9.4.12.TL.1:** Assess digital tools based on accessibility options, capacities, and utility.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility, and relevance.

Technology Used:

- Wellness tracking apps
- Digital presentations
- Online fitness research tools

Career Education

- Wellness Coordinator
- Recreation Director
- Health Educator
- Fitness Facility Manager

Students examine how lifelong fitness contributes to overall wellness and career

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opportunities in health and recreation.

Time Frame	2 Weeks
Topic	
Capstone Training Program Development	
Alignment to Standards	
• 2.2.12.PF.3: Design and implement a personal fitness plan using evidence and evaluate fitness-training principles. • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and physiological responses. • 2.2.12.LF.1: Apply and share movement and physical fitness vocabulary to motivate oneself and others.	
Learning Objectives and Activities	
Students will: • Develop a comprehensive strength and conditioning program. • Incorporate training, recovery, nutrition, and conditioning concepts. • Present and justify training decisions using fitness principles. Activities • Capstone planning sessions • Peer-review workshops • Data-analysis activities • Program presentation preparation • Goal-setting reflection	
Assessments	

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COURSE: **Strength & Conditioning**

Formative

- Program drafts
- Peer evaluations
- Teacher conferences

Summative

- Final strength and conditioning portfolio
- Oral presentation of training plan

Benchmark

- Comprehensive course post-test

Alternative Assessments

- Digital portfolio presentation
- Recorded video explanation of training program
- Modified individualized training plan

Interdisciplinary Connections

ELA

- **SL.11-12.4:** Present information clearly, concisely, and logically.
 - Students formally present their capstone training plans.

Mathematics

- **S-ID.B.6:** Represent data and interpret trends.
 - Students analyze training data and projected performance improvements.

Career Readiness, Life Literacies, and Key Skills

- **9.4.12.IML.3:** Analyze data using tools and models to make reliable claims.
- **9.2.12.CAP.5:** Assess and modify a personal plan to support future goals.

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Technology Integration

- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims.
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

Technology Used:

- Digital portfolio software
- Spreadsheet tracking systems
- Presentation software
- Video analysis tools

Career Education

- Strength & Conditioning Coach
- Sports Scientist
- Athletic Trainer
- Exercise Physiologist

Students synthesize course concepts while exploring advanced careers in sports performance and exercise science.

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow students to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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