

# 8th Grade Weights

Physical Education

Grade(s) 8th, Duration 1 Semester, 1 Credit  
Elective Course

## Course Overview

Grade Level: 7-8

Prerequisites: Teacher Approval

Course Description: Designed to introduce beginner students to weight training skills and enhance lifting tactics of the advanced participant. This course will acquaint students with various lifting styles and the benefits it places on the human body.

Timeframe	Unit	Scope And Sequence
		Instructional Topics
12 Period(s)	Intro to Strength and Conditioning	1. Weight Room Safety 2. Form and Technique Discussion 3. Beginner Circuit 4. First Max out Day
6 Week(s)	Intro into Percentages	1. Percentage Calculation 2. Squats 3. Power/Hang Clean 4. Dead Lift
3 Period(s)	2nd Max (mid semester check)	1. Max out Week
5 Week(s)	Advanced circuits	1. Advanced Circuit 2. Conditioning
3 Period(s)	Post Test	1. Max Out/Final

## Course Details

**Unit:** Intro to Strength and Conditioning

**Duration:** 12 Period(s)

### Unit Description

Students will learn weight room safety and clean up.

The students will also learn the proper form and technique to lifting weights and performing basic conditioning activities.

Students will also perform a pre-test and discuss body awareness (shape, tone, muscle).

**Topic:** Weight Room Safety

**Duration:** 1 Period(s)

### Topic Description (short)

Students will learn the basic safety rules of the weight room.

### Learning Targets

HE.2007.9-12.2.2.1 -- The student will demonstrate the ability to evaluate health information, products, and services for validity, reliability, and effectiveness as they relate to personal selection.

- Advanced Indicator: independently locate health products, services and information and accurately describe their validity, reliability, and effectiveness as they relate to personal choice.

- Proficient Indicator: with limited guidance, locate health products, services and information, and describe their validity, reliability, and effectiveness as they relate to personal choice.

- Partially Proficient Indicator: with limited ability, locate health products, services and information, and describe their validity, reliability, and effectiveness as they relate to personal choice.

- EX - assign an Internet activity that requires students to access a health product website (approved by the instructor) and evaluate the website.

- EX - have students compare and contrast cost and accessibility of health services and products.

HE.2007.9-12.3.3.1 -- The student will analyze the short-term and long-term consequences of safe, risky, and harmful behaviors and recognize their responsibility for self-management.

- Advanced Indicator: demonstrate the ability to self-evaluate personal health and set five individual goals to practice health-enhancing behaviors and reduce health risks.

- Proficient Indicator: demonstrate the ability to self-evaluate personal health and set three individual goals to practice health-enhancing behaviors and reduce health risks.

- Partially Proficient Indicator: demonstrate the ability to self-evaluate personal health and set two individual goals to practice health-enhancing behaviors and reduce health risks.

- EX - assign a health risk appraisal assessment; have students identify their areas of risk, analyze short and long-term consequences of their risky behaviors, and complete a health behavior contract designed to address and improve these behaviors.

PE.9-12.2.2.1 -- The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

- The Student develops an appropriate conditioning program for a self- selected game and activity for lifetime engagement.

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PE.9-12.3.3.1 -- The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

- The Student willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.
- The Student accumulates, on most days, a recommended number of minutes of moderate to vigorous physical activity outside of physical education class.
- The Student monitors physical activity through the use of a pedometer, heart rate monitor, and/or a physical activity log, or other appropriate technology.
- The Student understands the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan.

PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

- The Student maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.
- The Student develops realistic short-term and long-term personal fitness goals.
- The Student assesses, interprets, and applies the health-related fitness components to personal physical fitness status.
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- The Student explains the impact of participation in selected sports and activities on various components of fitness.
- The Student asks the students to provide analysis of the benefits of various activities on three of the five health-related components of fitness (e.g., cardiovascular, flexibility, muscular strength). (The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

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PE.9-12.5.5.1 -- The student will display independent, responsible behavior during physical activity.

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Learning Targets linked to Priority Standard = ➕

**Topic:** Form and Technique Discussion

**Duration:** 3 Period(s)

### Topic Description (short)

Students will learn and display the proper form and technique of lifting weights.

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Learning Targets linked to Priority Standard = 

### Topic: Beginner Circuit

Duration: 5 Period(s)

#### Topic Description (short)

The students will go through two weeks of beginner circuits to learn the pattern of the class, learn the names of lifts and continue working on form. This will also be a time when you can assess what you have to work with on the students abilities.

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Learning Targets linked to Priority Standard = 

**Topic:** First Max out Day

**Duration:** 3 Period(s)

### Topic Description (short)

Students will perform a 1 rep max or multiple rep max in the core lifts:  
Bench Press, Squats, Power Cleans, and Dead Lift.

### Learning Targets

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Learning Targets linked to Priority Standard = 

### Unit: Intro into Percentages

Duration: 6 Week(s)

#### Unit Description

Students will learn what percentages are and start incorporating them into our circuits.

#### Topic: Percentage Calculation

Duration: 1 Period(s)

#### Topic Description (short)

Student will begin to learn how to calculate the percentage of a number. This will be done solo with their own math numbers and then as a class we will do more work together.

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- The Student participates in a variety of physical activities appropriate for enhancing physical fitness.
- The Student plans a summer personal conditioning program.
- The Student explains the impact of participation in selected sports and activities on various components of fitness.
- The Student asks the students to provide analysis of the benefits of various activities on three of the five health-related components of fitness (e.g., cardiovascular, flexibility, muscular strength). (The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

- The Student maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.
- The Student develops realistic short-term and long-term personal fitness goals.
- The Student assesses, interprets, and applies the health-related fitness components to personal physical fitness status.
- The Student designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.
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PE.9-12.5.5.1 -- The student will display independent, responsible behavior during physical activity.

- The Student participates successfully in a cooperative learning group in a variety of physical activity settings.
- The Student invites less skilled students to participate in physical activity.
- The Student encourages others to apply appropriate etiquette in all physical activity settings.
- The Student provides appropriate support for a teammate in a team activity.

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- The Student provides appropriate support for a teammate in a team activity.

PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

- The Student displays persistence in learning new physical activities.
- The Student differentiates between intrinsic and extrinsic reasons for participating in physical activity.
- The Student integrates physical activity meaningfully into daily life.
- The Student reflects on reasons for choosing to participate in selected physical activities.

PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

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- The Student reflects on reasons for choosing to participate in selected physical activities.

Learning Targets linked to Priority Standard = 

### Topic: Squats

Duration: Ongoing

#### Topic Description (short)

Students will perform the squat lift at least once a week.

#### Learning Targets

PE.9-12.1.1.1 -- The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

- The Student demonstrates a variety of swimming strokes, self-defense techniques, and dance patterns.
- The Student uses a variety of skills appropriately within a game situation.
- The Student selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.
- The Student demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.

PE.9-12.1.1.1 -- The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

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- The Student demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.



# 8th Grade Weights

## Physical Education

Grade(s) 8th, Duration 1 Semester, 1 Credit  
Elective Course

PE.9-12.2.2.1 -- The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

- The Student develops an appropriate conditioning program for a self- selected game and activity for lifetime engagement.
- The Student explains appropriate tactical decisions in a game situation.

PE.9-12.2.2.1 -- The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

- The Student develops an appropriate conditioning program for a self- selected game and activity for lifetime engagement.
- The Student explains appropriate tactical decisions in a game situation.

PE.9-12.3.3.1 -- The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

- The Student willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.

- The Student accumulates, on most days, a recommended number of minutes of moderate to vigorous physical activity outside of physical education class.

- The Student monitors physical activity through the use of a pedometer, heart rate monitor, and/or a physical activity log, or other appropriate technology.

- The Student understands the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan.

PE.9-12.3.3.1 -- The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

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- The Student monitors physical activity through the use of a pedometer, heart rate monitor, and/or a physical activity log, or other appropriate technology.

- The Student understands the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan.

PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

- The Student maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.

- The Student develops realistic short-term and long-term personal fitness goals.

- The Student assesses, interprets, and applies the health-related fitness components to personal physical fitness status.

- The Student designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.

- The Student participates in a variety of physical activities appropriate for enhancing physical fitness.

- The Student plans a summer personal conditioning program.

- The Student explains the impact of participation in selected sports and activities on various components of fitness.

- The Student asks the students to provide analysis of the benefits of various activities on three of the five health-related components of fitness (e.g., cardiovascular, flexibility, muscular strength). (The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

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PE.9-12.5.5.1 -- The student will display independent, responsible behavior during physical activity.

- The Student participates successfully in a cooperative learning group in a variety of physical activity settings.

- The Student invites less skilled students to participate in physical activity.

- The Student encourages others to apply appropriate etiquette in all physical activity settings.

- The Student provides appropriate support for a teammate in a team activity.

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# 8th Grade Weights

## Physical Education


Grade(s) 8th, Duration 1 Semester, 1 Credit  
Elective Course

PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

- The Student displays persistence in learning new physical activities.
- The Student differentiates between intrinsic and extrinsic reasons for participating in physical activity.
- The Student integrates physical activity meaningfully into daily life.
- The Student reflects on reasons for choosing to participate in selected physical activities.

PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

- The Student displays persistence in learning new physical activities.
- The Student differentiates between intrinsic and extrinsic reasons for participating in physical activity.
- The Student integrates physical activity meaningfully into daily life.
- The Student reflects on reasons for choosing to participate in selected physical activities.

Learning Targets linked to Priority Standard = 

**Topic:** Power/Hang Clean

**Duration:** Ongoing

### Topic Description (short)

Students will perform the power clean lift at least once a week.

### Learning Targets

PE.9-12.1.1.1 -- The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

- The Student demonstrates a variety of swimming strokes, self-defense techniques, and dance patterns.
- The Student uses a variety of skills appropriately within a game situation.
- The Student selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.
- The Student demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.

PE.9-12.1.1.1 -- The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

- The Student demonstrates a variety of swimming strokes, self-defense techniques, and dance patterns.
- The Student uses a variety of skills appropriately within a game situation.
- The Student selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.
- The Student demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.

PE.9-12.2.2.1 -- The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

- The Student develops an appropriate conditioning program for a self- selected game and activity for lifetime engagement.
- The Student explains appropriate tactical decisions in a game situation.

PE.9-12.2.2.1 -- The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

- The Student develops an appropriate conditioning program for a self- selected game and activity for lifetime engagement.
- The Student explains appropriate tactical decisions in a game situation.

PE.9-12.3.3.1 -- The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

- The Student willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.
- The Student accumulates, on most days, a recommended number of minutes of moderate to vigorous physical activity outside of physical education class.

- The Student monitors physical activity through the use of a pedometer, heart rate monitor, and/or a physical activity log, or other appropriate technology.

- The Student understands the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan.

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# 8th Grade Weights

## Physical Education

Grade(s) 8th, Duration 1 Semester, 1 Credit  
Elective Course

PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

- The Student maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.
- The Student develops realistic short-term and long-term personal fitness goals.
- The Student assesses, interprets, and applies the health-related fitness components to personal physical fitness status.
- The Student designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.
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- The Student explains the impact of participation in selected sports and activities on various components of fitness.
- The Student asks the students to provide analysis of the benefits of various activities on three of the five health-related components of fitness (e.g., cardiovascular, flexibility, muscular strength). (The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

- The Student maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.
- The Student develops realistic short-term and long-term personal fitness goals.
- The Student assesses, interprets, and applies the health-related fitness components to personal physical fitness status.
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- The Student asks the students to provide analysis of the benefits of various activities on three of the five health-related components of fitness (e.g., cardiovascular, flexibility, muscular strength). (The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

PE.9-12.5.5.1 -- The student will display independent, responsible behavior during physical activity.

- The Student participates successfully in a cooperative learning group in a variety of physical activity settings.
- The Student invites less skilled students to participate in physical activity.
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- The Student provides appropriate support for a teammate in a team activity.

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- The Student provides appropriate support for a teammate in a team activity.

PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

- The Student displays persistence in learning new physical activities.
- The Student differentiates between intrinsic and extrinsic reasons for participating in physical activity.
- The Student integrates physical activity meaningfully into daily life.
- The Student reflects on reasons for choosing to participate in selected physical activities.

PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

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Learning Targets linked to Priority Standard = 

### Topic: Dead Lift

Duration: Ongoing

#### Topic Description (short)

Students will perform the dead lift at least once a week.

#### Learning Targets

PE.9-12.1.1.1 -- The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

- The Student demonstrates a variety of swimming strokes, self-defense techniques, and dance patterns.
- The Student uses a variety of skills appropriately within a game situation.
- The Student selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.
- The Student demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.

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# 8th Grade Weights

## Physical Education

Grade(s) 8th, Duration 1 Semester, 1 Credit  
Elective Course

PE.9-12.2.2.1 -- The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

- The Student develops an appropriate conditioning program for a self-selected game and activity for lifetime engagement.
- The Student explains appropriate tactical decisions in a game situation.

PE.9-12.3.3.1 -- The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

- The Student willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.
  - The Student accumulates, on most days, a recommended number of minutes of moderate to vigorous physical activity outside of physical education class.
  - The Student monitors physical activity through the use of a pedometer, heart rate monitor, and/or a physical activity log, or other appropriate technology.
  - The Student understands the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan.
- PE.9-12.3.3.1 -- The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.
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PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

- The Student maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.
- The Student develops realistic short-term and long-term personal fitness goals.
- The Student assesses, interprets, and applies the health-related fitness components to personal physical fitness status.
- The Student designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.
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- The Student explains the impact of participation in selected sports and activities on various components of fitness.
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PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

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PE.9-12.5.5.1 -- The student will display independent, responsible behavior during physical activity.

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PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

- The Student displays persistence in learning new physical activities.
- The Student differentiates between intrinsic and extrinsic reasons for participating in physical activity.
- The Student integrates physical activity meaningfully into daily life.
- The Student reflects on reasons for choosing to participate in selected physical activities.


# 8th Grade Weights

## Physical Education

Grade(s) 8th, Duration 1 Semester, 1 Credit  
Elective Course

PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

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Learning Targets linked to Priority Standard = 

**Unit:** 2nd Max (mid semester check)

**Duration:** 3 Period(s)

### Unit Description

Students will perform their max on all 4 of the core lifts Bench, Squat, Hang Clean, and deadlift

**Topic:** Max out Week

**Duration:** 3 Period(s)

### Topic Description (short)

Focus is on Bench, Squat, Hang Clean, Deadlift

The groups have their own choice as to where they can start, obviously first come first serve when limited on equipment.

They must do a lightweight warmup set of 4 reps

Once they get to a max I must see them accomplish it to record the data.

Goal is to get 2 maxes done per day saving the last day for the few stragglers

### Learning Targets

PE.9-12.1.1.1 -- The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

- The Student demonstrates a variety of swimming strokes, self-defense techniques, and dance patterns.
  - The Student uses a variety of skills appropriately within a game situation.
  - The Student selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.
  - The Student demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.
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- PE.9-12.2.2.1 -- The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

- The Student develops an appropriate conditioning program for a self- selected game and activity for lifetime engagement.
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  - The Student monitors physical activity through the use of a pedometer, heart rate monitor, and/or a physical activity log, or other appropriate technology.
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# 8th Grade Weights

## Physical Education

Grade(s) 8th, Duration 1 Semester, 1 Credit  
Elective Course

PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

- The Student maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.
- The Student develops realistic short-term and long-term personal fitness goals.
- The Student assesses, interprets, and applies the health-related fitness components to personal physical fitness status.
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- The Student explains the impact of participation in selected sports and activities on various components of fitness.
- The Student asks the students to provide analysis of the benefits of various activities on three of the five health-related components of fitness (e.g., cardiovascular, flexibility, muscular strength). (The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

PE.9-12.5.5.1 -- The student will display independent, responsible behavior during physical activity.

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PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

- The Student displays persistence in learning new physical activities.
- The Student differentiates between intrinsic and extrinsic reasons for participating in physical activity.
- The Student integrates physical activity meaningfully into daily life.
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- The Student reflects on reasons for choosing to participate in selected physical activities.

Learning Targets linked to Priority Standard = 

### Unit: Advanced circuits

Duration: 5 Week(s)

#### Unit Description

Students will begin to be incorporated into faster paced circuits.

#### Topic: Advanced Circuit

Duration: Ongoing

#### Learning Targets

PE.9-12.1.1.1 -- The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

- The Student demonstrates a variety of swimming strokes, self-defense techniques, and dance patterns.
- The Student uses a variety of skills appropriately within a game situation.
- The Student selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.
- The Student demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.

# 8th Grade Weights

## Physical Education

Grade(s) 8th, Duration 1 Semester, 1 Credit  
Elective Course

PE.9-12.1.1.1 -- The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

- The Student demonstrates a variety of swimming strokes, self-defense techniques, and dance patterns.
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- The Student selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.
- The Student demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.

PE.9-12.2.2.1 -- The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

- The Student develops an appropriate conditioning program for a self-selected game and activity for lifetime engagement.
- The Student explains appropriate tactical decisions in a game situation.

PE.9-12.2.2.1 -- The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

- The Student develops an appropriate conditioning program for a self-selected game and activity for lifetime engagement.
- The Student explains appropriate tactical decisions in a game situation.

PE.9-12.3.3.1 -- The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

- The Student willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.
- The Student accumulates, on most days, a recommended number of minutes of moderate to vigorous physical activity outside of physical education class.

- The Student monitors physical activity through the use of a pedometer, heart rate monitor, and/or a physical activity log, or other appropriate technology.

- The Student understands the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan.

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PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

- The Student maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.

- The Student develops realistic short-term and long-term personal fitness goals.

- The Student assesses, interprets, and applies the health-related fitness components to personal physical fitness status.

- The Student designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.

- The Student participates in a variety of physical activities appropriate for enhancing physical fitness.

- The Student plans a summer personal conditioning program.

- The Student explains the impact of participation in selected sports and activities on various components of fitness.

- The Student asks the students to provide analysis of the benefits of various activities on three of the five health-related components of fitness (e.g., cardiovascular, flexibility, muscular strength). (The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

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PE.9-12.5.5.1 -- The student will display independent, responsible behavior during physical activity.

- The Student participates successfully in a cooperative learning group in a variety of physical activity settings.

- The Student invites less skilled students to participate in physical activity.

- The Student encourages others to apply appropriate etiquette in all physical activity settings.

- The Student provides appropriate support for a teammate in a team activity.

# 8th Grade Weights

## Physical Education

Grade(s) 8th, Duration 1 Semester, 1 Credit  
Elective Course

PE.9-12.5.5.1 -- The student will display independent, responsible behavior during physical activity.


- The Student participates successfully in a cooperative learning group in a variety of physical activity settings.
- The Student invites less skilled students to participate in physical activity.
- The Student encourages others to apply appropriate etiquette in all physical activity settings.
- The Student provides appropriate support for a teammate in a team activity.

PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

- The Student displays persistence in learning new physical activities.
- The Student differentiates between intrinsic and extrinsic reasons for participating in physical activity.
- The Student integrates physical activity meaningfully into daily life.
- The Student reflects on reasons for choosing to participate in selected physical activities.

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Learning Targets linked to Priority Standard = 

### Topic: Conditioning

Duration: Ongoing

#### Topic Description (short)

Students will perform basic running and endurance activities daily: example- distance run, timed runs, jogging.

#### Learning Targets

PE.9-12.1.1.1 -- The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

- The Student demonstrates a variety of swimming strokes, self-defense techniques, and dance patterns.
- The Student uses a variety of skills appropriately within a game situation.
- The Student selects and uses the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.
- The Student demonstrates the ability to safely and comfortably adapt to environmental conditions in a variety of outdoor pursuits.

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PE.9-12.2.2.1 -- The student will demonstrate and refine movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

- The Student develops an appropriate conditioning program for a self- selected game and activity for lifetime engagement.
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PE.9-12.3.3.1 -- The student will independently participate in moderate to vigorous levels of physical activity on a regular basis.

- The Student willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy and active lifestyle.

- The Student accumulates, on most days, a recommended number of minutes of moderate to vigorous physical activity outside of physical education class.

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# 8th Grade Weights

Physical Education

Grade(s) 8th, Duration 1 Semester, 1 Credit  
Elective Course

PE.9-12.4.4.1 -- The student will take an active role in developing and maintaining appropriate personal fitness.

- The Student maintains appropriate levels of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition necessary for a healthy and productive life.
- The Student develops realistic short-term and long-term personal fitness goals.
- The Student assesses, interprets, and applies the health-related fitness components to personal physical fitness status.
- The Student designs and implements a personal fitness program based on information obtained from the fitness assessment and in accordance with appropriate training principles.
- The Student participates in a variety of physical activities appropriate for enhancing physical fitness.
- The Student plans a summer personal conditioning program.
- The Student explains the impact of participation in selected sports and activities on various components of fitness.
- The Student asks the students to provide analysis of the benefits of various activities on three of the five health-related components of fitness (e.g., cardiovascular, flexibility, muscular strength). (The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

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PE.9-12.5.5.1 -- The student will display independent, responsible behavior during physical activity.

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PE.9-12.6.6.1 -- The student will appreciate and actively pursue lifetime physical activities that meet their own needs.

- The Student displays persistence in learning new physical activities.
- The Student differentiates between intrinsic and extrinsic reasons for participating in physical activity.
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Learning Targets linked to Priority Standard = 

## Unit: Post Test

Duration: 3 Period(s)

### Unit Description

Students will perform a post test on the lifts and have more body awareness.

### Topic: Max Out/Final

Duration: 3 Period(s)

### Topic Description (short)

Students will max out in the core lifts and have a final conditioning test.

### Learning Targets

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# 8th Grade Weights

## Physical Education

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Physical Education

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Learning Targets linked to Priority Standard = 