



School District of Horicon

Course Outline

Learning Targets

Advanced Weight Training 2
UNIT: Team Building
<ul style="list-style-type: none"> ● PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. ● PE.S4.H6.L3 Apply strategies to consistently resolve conflicts in a variety of settings. ● PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences.
UNIT: Pre Testing
<ul style="list-style-type: none"> ● PE.S3.H10.L3 Develop and maintain a comprehensive wellness portfolio. ● PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being.
UNIT: Hypertrophy Phase/Olympic Lifts
<ul style="list-style-type: none"> ● PE.S3.H8.L2 Analyze types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). ● PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences.
UNIT: Basic Strength Phase/Target muscle groups
<ul style="list-style-type: none"> ● PE.S3.H7.L3 Analyze the impact of the principle of adaptation and its relation to exercise.
UNIT: Strength and Power Phase/Opposing muscle groups
<ul style="list-style-type: none"> ● PE.S3.H8.L2 Analyze types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). ● PE.S5.H2.L3 Demonstrate perseverance when dealing with challenges and diversity
UNIT: Peak Maintenance Phase
<ul style="list-style-type: none"> ● PE.S5.H5.L3 Model verbal, physical, and environmental cues to express emotions and help others in a positive manner during various physical activities.

UNIT: Mid Year Test out

- PE.S4.H4.L3 Assess and analyze the progress toward S.M.A.R.T. goals and adjust the plan or create new S.M.A.R.T. goals.

UNIT: Active Rest

- PE.S3.H9.L3 Apply fitness principles (SPORT, FITT, HIIT, and SAID) and personalized heart rate zones to evaluate and critique progress towards physical activity goals encompassing multiple components of fitness.

UNIT: Small Group Self Guided workouts

- PE.S3.H11.L2 Analyze the components of skill-related fitness and health-related fitness in relation to life and career goals, and employ fitness principles (SPORT, FITT, HIIT, and SAID) to design an appropriate fitness program for those goals.
- PE.S4.H5.L2 Analyze and evaluate feedback provided by a peer to adapt and improve performance.

UNIT: Student-planned workouts

- PE.S3.H8.L3 Design a fitness workout focusing on strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for a specific area of personal fitness development (e.g., strength, endurance, range of motion).

UNIT: Final Test out

- PE.S4.H4.L3 Assess and analyze the progress toward S.M.A.R.T. goals and adjust the plan or create new S.M.A.R.T. goals.

Students will be able to meet the learning targets above as evidenced by formative and summative classroom assessments.