



# School District of Horicon

## Course Outline

### Learning Targets

<b>Advanced Weight Training</b>
<b>UNIT: Team Building</b>
<ul style="list-style-type: none"> <li>● PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment.</li> <li>● PE.S4.H6.L3 Apply strategies to consistently resolve conflicts in a variety of settings.</li> <li>● PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences.</li> </ul>
<b>UNIT: Pre Testing</b>
<ul style="list-style-type: none"> <li>● PE.S3.H10.L3 Develop and maintain a comprehensive wellness portfolio.</li> <li>● PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being.</li> </ul>
<b>UNIT: Hypertrophy Phase</b>
<ul style="list-style-type: none"> <li>● PE.S3.H14.L1 Log weekly participation in a self selected lifetime activity, dance, or fitness activity outside of the school day</li> <li>● PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences.</li> </ul>
<b>UNIT: Basic Strength Phase</b>
<ul style="list-style-type: none"> <li>● PE.S3.H8.L1 Identify the structure of skeletal muscles and fiber types as they relate to muscle development.</li> <li>● PE.S5.H2.L2 Recognize barriers to succeeding and identify supports to help overcome the barriers.</li> </ul>
<b>UNIT: Strength and Power Phase</b>
<ul style="list-style-type: none"> <li>● 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).</li> </ul>
<b>UNIT: Peak Maintenance Phase</b>
<ul style="list-style-type: none"> <li>● PE.S5.H5.L2 Apply verbal, physical, and environmental cues to express emotions in a positive manner during various physical activities.</li> <li>● PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body</li> </ul>

composition as it relates to lifetime wellbeing and productivity.

**UNIT: Mid Year Test out**

- PE.S4.H4.L2 Reflect on the progress being made toward S.M.A.R.T. goals in order to adjust the steps and time frame to reach those goals.

**UNIT: Active Rest**

- PE.S3.H9.L2 Uses personalized target heart rate zones to create and implement a plan to meet target heart rate goals using various physical activities.

**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).
- 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.

**UNIT: Final Test out**

- PE.S4.H4.L2 Reflect on the progress being made toward S.M.A.R.T. goals in order to adjust the steps and time frame to reach those goals

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