

# Weights and Conditioning



## UNIT 1: Muscular Strength

### ESSENTIAL QUESTIONS

**What is the importance of muscular strength and endurance now and in the future?**

### BIG IDEAS

- Students will develop and improve skilled movement patterns.
- Students will develop, improve, and maintain a healthy level of muscular strength and endurance.
- Students will develop personal goals around muscular strength and endurance.

### GUIDING QUESTIONS

#### Content

- Can students explain and demonstrate muscular strength and endurance movement skills? (S1)
- Can students explain the benefits of muscular strength and endurance? (S2/S5)
- What are some muscular strength and endurance resources available in the community? (S2/S5)
- How can students use available resources to gather information about different muscular strength and endurance activities? (S2)
- Can students work together in a safe environment? (S4)

#### Process

- How are students demonstrating muscular strength and endurance movement skills safely when working in a group? (S1/S4)
- How are community resources identified and made available? (S2/S5)
- How are students identifying and applying the benefits of muscular strength and endurance? (S2)
- How are realistic short-term and long-term muscular strength and endurance goals developed? (S3)
- Do students participate in moderate to vigorous levels of muscular strength and endurance activities? (S3)

## Reflective

- How are students safely demonstrating muscular strength and endurance movement skills? (S1/S3)
- How am I using the knowledge I have gathered to improve my muscular strength and endurance? (S2/S5)
- How am I working towards my goals of improving muscular strength? (S3)
- How does muscular strength impact my wellness today and in the future? (S3/S5)

## UNIT 2: Speed and Agility

### ESSENTIAL QUESTIONS

**What is the importance of understanding speed and agility now and in the future?**

### BIG IDEAS

- Students will develop and improve skilled movement patterns.
- Students will develop, improve, and maintain speed and ability.
- Students will develop personal goals around speed and agility.

### GUIDING QUESTIONS

#### Content

- Can students explain and demonstrate speed and agility movement skills? (S1/S3)
- Can students explain the benefits of speed and agility? (S2/S5)
- Can students identify speed and agility resources available in the community? (S2/S5)
- How can students use available resources to gather information about different speed and agility? (S2)
- Can students work together in a safe environment? (S4)

#### Process

- How are students demonstrating speed and agility movement skills safely when working in a group? (S1/S4)
- How are community resources identified and made available? (S3/S5)
- How are students identifying and applying the benefits of speed and agility? (S2)
- How are realistic short-term and long-term speed and agility goals developed? (S3)
- Do students participate in moderate to vigorous levels of speed and agility? (S3)

## Reflective

- How are students safely demonstrating speed and agility? (S1/S3)
- How am I using the knowledge I have gathered to improve my speed and agility? (S2/S5)
- How am I working towards my goals of improving speed and agility? (S3)
- How does speed and agility impact my wellness today and in the future? (S3/S5)

## UNIT 3: Flexibility (Range of Motion)

### ESSENTIAL QUESTIONS

**What is the importance of flexibility now and in the future?**

### BIG IDEAS

- Students will develop and improve skilled movement patterns.
- Students will develop, improve, and maintain a health-enhancing level of flexibility.
- Students will develop personal fitness goals around flexibility.

### GUIDING QUESTIONS

#### Content

- Can students learn to achieve flexibility by practicing different activities? (S2)
- Can students explain and demonstrate flexibility movement skills? (S1/S3)
- Can students explain the benefits of flexibility? (S2/S5)
- How can students use available resources to gather information about flexibility? (S2)
- Can students work together in a safe environment? (S4)

#### Process

- How are students using available resources to find different ways to achieve flexibility? (S4)
- How are students identifying and applying the benefits of flexibility? (S2)
- How do students self-modify to personalize flexibility activities? (S4)
- How do students demonstrate techniques needed to achieve flexibility? (S1/S5)
- How do students participate in moderate levels of flexibility activities? (S3)
- How are students demonstrating flexibility movement skills safely when working in a group? (S1/S4)
- How are realistic short-term and long-term flexibility goals developed? (S3)

## Reflective

- How am I using the knowledge I have gathered to improve my flexibility? (S2/S5)
- How am I working towards my goals of flexibility? (S3)
- How will flexibility affect my wellness today and in the future? (S2/S5)
- How are students safely demonstrating range of motion? (S1/S3)