

Fundamental Fitness Curriculum

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Introduction

The purpose of the Fundamental Fitness course is to introduce the students of Masconomet Regional High School to the benefits of a comprehensive strength and conditioning program. The Fundamental Fitness course is one of four courses that are offered to students by the Physical Education Department. Fundamental Fitness will help students become physically fit while learning about the importance of exercise and its relationship to a healthy lifestyle.

The course will include fun and challenging workouts that will aid students in achieving a new level of fitness. Fundamental Fitness is adaptable to all levels of ability. Teachers will provide modifications for exercises. Each student will have the opportunity to improve regardless of their initial fitness level.

In addition, this course will give students the ability to work together to reach their fitness goals. A community of students will be developed within each class. This community will help motivate and encourage each and every student to progress towards their goals. Pre and post tests will be used to measure student progress. Students will keep a journal to track their daily progress and reflect on their accomplishments.

The overarching goal of this Fundamental Fitness curriculum is to act as a guide for Physical Education teachers. Designed using local, state, and national standards and objectives, this curriculum will provide equitable learning opportunities for all students and increase teacher quality and consistency. Goals and objectives will act as the students' ultimate destination and the quality of that journey will fall under the responsibility and creativity of their teachers.

Course Description and General Information

Course Description

Department: Wellness

Course Name and Number: Fundamental Fitness 9114

Program of Studies Course Description: Do you want to be stronger, healthier, build self-esteem, and see your hard work pay off? Fundamental Fitness is the class for you! This course will expose you to a variety of functional exercises that will help you to build muscle and learn how to reach your fitness goals. You will have the opportunity to track and increase your overall fitness throughout the semester.

Prerequisites & Additional Information: N/A

Duration and Credits: Semester - 2.5 Credits

Grade Levels: 9, 10, 11, 12

Course Level: CP

Pathways: N/A

Years Offered: All years

Academic Standards: C1, S1

General Information

Expectations for Student Learning

Masconomet's Vision, Mission and Expectations for student learning are outlined below. The expectations are coded and cited in each course description in the Program of Studies. Each course is expected to address one or more of the learning expectations.

District Vision Statement

Masconomet Regional School district provides a challenging and supportive educational environment for the entire school community that:

- maximizes opportunity for intellectual, personal, and physical development
- encourages individuals to become contributing community members
- promotes learning as a lifelong pursuit

Masconomet Regional High School's Mission

Learning Is Life

The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the acquisition of attitudes, skills, and knowledge necessary for life-long learners to think critically in order to participate in a global society.

Upon graduation, students will have demonstrated that they have embraced this mission by meeting the academic, social and civic expectations

Student Expectations

Academic Expectations

- Students will demonstrate effective verbal, written and digital communication skills. A1
- Students will demonstrate mathematical competency. A2
- Students will demonstrate effective problem-solving skills. A3
- Students will demonstrate the ability to use a variety of technological and informational resources to research, analyze, and synthesize facts, results, ideas and concepts. A4

Social Expectations

- Students will demonstrate our core ethical values of respect, responsibility, honesty, and compassion in school and the community. S1
- Students will demonstrate responsible and ethical use of electronic media. S2

Civic Expectations

- Students will participate in decision making and collaborative team building activities. C1
- Students will demonstrate and practice an understanding of the rights and responsibilities of global citizenship. C2
- Students will make positive contributions to the community. C3

Attendance Policy

If a student is unable to participate in Physical Education class for reasons related to injury or ill health, the following procedure should be followed:

1. If one to five physical education classes will be missed, students must bring a note from a parent to the physical education teacher. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate.
2. If more than five physical education classes are missed, students must show a physician's note to the school nurse. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate if it is expected that they will return to the class. The school nurse will notify the school counselor and the physical education teacher. The school nurse will also monitor the student's progress and will inform the teacher when the student may return to full participation. A student may be assigned to a study hall at the discretion of the nurse and the teacher.

A brief period is allowed at the end of Physical Education classes for students who wish to take a shower.

Masconomet High School Physical Education Locker Room Policy

In order to participate to the best of their abilities, physical education (PE) students at Masconomet High School are asked to change into athletic attire for their respective physical education courses. This can include, but is not limited to sneaker, shorts, t-shirt, and/or a loose fitting top. The Wellness Department offers students PE specific lockers in the locker room, which are separate from athletic lockers. This includes lockers 001 to 522 in the boys locker room and 1001 to 1801 in the girls locker room. Students are responsible for changing and using the bathroom located in the locker room in a responsible and safe manner in congruence with acceptable behaviors listed in the Student Handbook starting under the heading of "STUDENT BEHAVIOR EXPECTATIONS AND POLICIES." In order to provide the safest environment possible, the department provides the following:

- Every student is assigned a locker with a verified working lock. Locks are rearranged yearly so as to not assign the same lock and locker to other students.
- Students are told and reminded throughout the year that they are responsible for locking up all their valuables in assigned lockers and to not share their assigned locker and/or the combination to the lock.
- Once students are changed and leave the locker room for the start of class, doors are locked during class and unlocked at the end of the period. This will help diminish the opportunity for theft.
- Students are allowed no more than five minutes to change for class. This short time makes changing a priority and reduces chances for misbehavior.
- For the safety of students and teachers alike, sweeps of the locker room will be done in tandem with a second adult of the same gender after announcing our entrance.
- For the safety of the PE staff and to reduce liability issues, extra help for PE teachers is assigned outside of the locker room in designated areas which can include the Yoga Room and Field House.
- Students who do not feel comfortable using the boys or girls locker room, will be given access to other private changing areas.
- Prior to 7:35 am and after 2:15 pm locker rooms are used by the Athletic Department. Doors are locked from 12:01-1:36 for lunch. Students should not gather outside the locker during this lunch period. It is the responsibility of the Athletic Department to supervise locker rooms before 7:35 am and after 2:15 pm.
- No cell phone usage of any kind in the locker room.

Course Goal and Objectives

Course Goal

The universal goal of this course is to have students develop an appreciation for exercise, health, and wellness. The expectation is that students will develop physical fitness, teamwork, problem solving skills, a sense of community and social skills while encompassing the school's core values of honesty, respect, responsibility, and compassion. Students will work together to help each other achieve a higher level of fitness.

Course Objectives

Upon the completion of this course most students should be able to:

- Assess their current physical condition.
 - SHAPE Standard 3; Mass DOE Standards 2.19, 2.21, 2.22, & 2.24
- Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.
 - SHAPE Standard 1; Mass DOE Standards 2.19, & 2.20
- Define the term fitness and identify the ten critical aspects of fitness.
 - SHAPE Standard 2; Mass DOE Standards 2.19 & 2.21
- Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.
 - SHAPE Standards 2; Mass DOE Standards 2.19, 2.21, & 2.22
- Learn and incorporate a variety of functional movements into their exercise routine.
 - SHAPE Standards 1, 2, & 3; Mass DOE Standards 2.19, 2.20, 2.21, 2.22, 2.24, 2.26
- Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.
 - SHAPE Standards 2 & 4; Mass DOE Standards 2.18, 2.19, 2.20, & 2.26

State and National Standards

The course goals and objectives will align themselves with the Massachusetts Comprehensive Health Curriculum Frameworks standards and the Society of Health and Physical Educators (SHAPE) America.

Massachusetts Comprehensive Health Curriculum Frameworks Learning Standards:

Through the study of Motor Skill Development students will

2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise

2.19 Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology

Through the study of Fitness students will

2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training

2.21 Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle

2.22 Conduct a personally developed physical activity program

Students participate daily in any physical activity and keep a journal for one-month recording specifics (such as aerobic endurance, flexibility, and strength) and description of physical and psychological states before, during, and after participation. At the end of the month, summarize with personal recommendations regarding the amount and regularity of activity, as well as beliefs about future commitment to a daily or weekly schedule of exercise

2.23 Meet developmentally appropriate health-related fitness benchmarks

Through the study of Personal and Social Competency students will

2.24 Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans

Students work with school health services to create personal risk profiles. After completing the forms, use research-based strategies to develop a plan to reduce risks identified. Implement the plan, determine points at which to monitor, do the monitoring, revise plan, and assess at a later point

2.26: Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity

SHAPE America National Physical Education Standards

Standard 1 - Through learning experiences in physical education, the student develops a variety of motor skills.

Standard 2 - Through learning experiences in physical education, the student applies knowledge related to movement and fitness concepts.

Standard 3 - Through learning experiences in physical education, the student develops social skills through movement.

Standard 4 - Through learning experiences in physical education, the student develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Course Outline and Lesson Plan Guide

Fundamental Fitness is a semester-long course which provides approximately 18 weeks of instruction. Classes will meet four times a week. Three of those classes will be 49 minutes in length and one class will meet for 68 minutes. The first few classes are programmed to introduce course policies, as well as to assess students through a variety of pre-intervention tests. The majority of classes will then be used to develop student's skills, strength, physical fitness and appreciation for health and wellness. The final week consists of post-intervention tests to track student's progress towards their fitness goals (see Appendix D for lesson plans and workouts and Appendix C for safety rules and procedures).

Course Outline

Unit	Weeks	Content
1	1-2	Creating community, safety, course policies, pre-test, "What is fitness?"
2	1-3	Learn the core lifts (i.e. squat, deadlift, press, etc.) and begin strength and metabolic conditioning
3	4-6	Practice the core lifts and metabolic conditioning
4	7-17	Become proficient in the core lifts and metabolic conditioning
5	18	Post-test, evaluations, and student reflections

Lesson Plan Guide

The following lesson plan guide will serve as a resource to address the content in the course outline. The lessons that are taught in the beginning of the semester serve as a platform from which to build the foundation for a proper strength and conditioning program. The latter units challenge the students to utilize these skills in order to achieve a greater level of fitness, develop and follow an individualized program, and attain an appreciation for healthy living (see Appendix D for lesson plans and workouts).

Week	Activities	Objectives	Content
1	Assigning Lifting Partners; Record Board; Journaling Workouts; Dynamic Warm Up; Squat, Push-ups, and Pull-ups Mechanics; Gym Safety; Metabolic Conditioning; Strength Training; Pre-test	Assess their current physical condition. Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift. Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.	Creating Community, Safety, Course Policies, Pre-test, "What is fitness?" Learn the core lifts and metabolic conditioning

		<p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	
2	<p>V-up, Shoulder and Bench Press Mechanics; Metabolic Conditioning; Strength Training; Journaling Workouts; "What is Fitness?"; Pre-test</p>	<p>Assess their current physical condition.</p> <p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Define the term fitness and identify the ten critical aspects of fitness.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	<p>Creating Community, Safety, Course Policies, Pre-test, "What is fitness?"</p> <p>Learn the core lifts and metabolic conditioning</p>
3	<p>Front Squat, Deadlift, Push Press, Dumbbell Snatch Mechanics; Metabolic Conditioning; Strength Training; Journaling Workouts</p>	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their</p>	<p>Learn the core lifts and metabolic conditioning</p>

		<p>cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	
4	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	Practice the core lifts and metabolic conditioning
5	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance,</p>	Practice the core lifts and metabolic conditioning

		<p>muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	
6	Metabolic Conditioning; Strength Training; Journaling Workouts; Programming 101	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	Practice the core lifts and metabolic conditioning
7	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength,</p>	Become proficient in the core lifts and metabolic conditioning

		<p>flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	
8	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	Become proficient in the core lifts and metabolic conditioning
9	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p>	Become proficient in the core lifts and metabolic conditioning

		<p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	
10	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	Become proficient in the core lifts and metabolic conditioning
11	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p>	Become proficient in the core lifts and metabolic conditioning

		<p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	
12	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	Become proficient in the core lifts and metabolic conditioning
13	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional</p>	Become proficient in the core lifts and metabolic conditioning

		<p>movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	
14	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	Become proficient in the core lifts and metabolic conditioning
15	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p>	Become proficient in the core lifts and metabolic conditioning

		Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.	
16	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	Become proficient in the core lifts and metabolic conditioning
17	Metabolic Conditioning; Strength Training; Journaling Workouts	<p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p>	Become proficient in the core lifts and metabolic conditioning

		Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.	
18	Post-test; Lifting Partner Assessments; Reflections; Practical;	<p>Assess their current physical condition.</p> <p>Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.</p> <p>Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.</p> <p>Learn and incorporate a variety of functional movements into their exercise routine.</p> <p>Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.</p>	<p>Become Proficient in the core lifts and metabolic conditioning</p> <p>Post test, evaluations, student reflections</p>

Assessments

Students will be evaluated on their cognitive, affective, psychomotor, and health related fitness abilities in Fundamental Fitness. This allows the department to measure students' advancements toward the course goals and objectives. The following chart is aligned with the domains covered in class and their outcomes (see Appendix A for Assessments).

Domain	Outcome(s)
Cognitive	1. Students will develop personal fitness goals. 2. Students will keep and maintain a fitness journal. 3. Students will be able to identify the 10 general physical skills.
Affective	1. Students will reflect upon their progress towards their personal goals. 2. Students will assess their own and their lifting partners' effort in class.
Psychomotor	1. Students will be assessed on various lifting and bodyweight exercises.
Health Related Fitness	1. Students will be tested prior to and after physical intervention to see if they improved on the 10 general physical skills. 2. Students body composition will be taken prior to and after physical intervention.

On-line Resources

CrossFit - www.crossfit.com

Reference List

- Glassman, G. (2010). CrossFit Level 1 Training Guide. Retrieved April 24, 2013, from <http://journal.crossfit.com/2010/05/crossfit-level-1-training-guide.tpl>
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- Massachusetts Department of Education. (1999). Massachusetts comprehensive health curriculum frameworks (2nd ed.). Malden, MA.
- National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA.
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Appendix A
Assessments
Syllabus Quiz

Name:

Date:

Please circle the best answer

1. Finish the following statement:

"The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the development of attitudes, skills, and knowledge necessary for life-long learners to think critically and creatively in order to participate in and have an impact on our 21st century global _____."

- A. World
- B. Society
- C. Franchise
- D. Gym

2. Mr/Mrs. _____ office is located in room

- A. P90X
- B. Janitor's closet
- C. D109
- D. 101

3. All of the following are course objectives except

- A. Assess their current physical conditioning.
- B. Apply the basic concepts of a solid strength and condition program to their training.
- C. Identify the ten critical aspects of fitness.
- D. Play Basketball

4. Class assignments are worth

- A. 20 points
- B. 12 points
- C. 10 points
- D. TBA- To be announced.

5. A tardy can result in being assigned a detention.

- A. True
- B. False

6. Which of the following footwear is considered appropriate attire for this class?

- A. Timberland boots
- B. Sandals
- C. Tap dance shoes
- D. Sneakers

7. Will you be graded on how strong you are?

- A. Yes
- B. No

8. Participation is worth the following amount of points

- A. 12
- B. 34
- C. 7
- D. 100

9. Including the transition time from classroom to classroom, how much time does one have to arrive to class, get changed, and be prepared to participate?

- A. 5 min
- B. 10 min
- C. 9 min
- D. 4 min

10. All of the following are part of the respectful learning environment except

- A. Please arrive promptly to class.
- B. Arrive to class ready to learn. Have all assignments, readings, homework, etc. completed prior to class and prepared to be handed in class (stapled).
- C. Be prepared to engage in discussion, ask questions, and participate in all activities.
- D. Please turn off all cell phones, beepers (if you still have them), and watch alarms while in school.
- E. Remove all trash, paper, food/beverage, when leaving the classroom.
- F. Respect all members of class, their opinions and contributions to class.
- G. Do whatever you want, whenever you want to.

Setting Personal Goals

Name:

Date:

Please develop two goals you would like to accomplish this quarter in Weight Training and Aerobic Conditioning. These goals will be specific, measurable, achievable, realistic, and timely (SMART). Make sure your goals are also challenging and positive. Altered From Paul J. Meyer's "Attitude Is Everything."

S-M-A-R-T Goals	Goal Needs Developing	Goal is Developed
Goals should be specific. *See below.	I want to work with people.	I want to plan social and educational programs for children and adolescents.
Goals should be measurable. Have a yardstick for measuring outcomes.	I want to do well in my classes.	I want to earn a 3.00 GPA this year with no grade below B.
Goals should be achievable. Draft realistic goals that challenge you .	I want to earn my law degree within one year of graduation.	I want to earn my law degree within 3 years of graduation.
Goals should be realistic. Make sure each goal is consistent with other goals you have established and fits with your immediate and long-range plans.	I would like to deadlift 600lbs. by the end of the quarter.	I will deadlift 250lbs by the end of the quarter.
Goals should be time bound. Give yourself time to achieve your goals.	I will get stronger.	I will get stronger by working out 5 days a week for 2 hours a day.

*Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

*Who: Who is involved?

*What: What do I want to accomplish?

*Where: Identify a location.

*When: Establish a time frame.

*Which: Identify requirements and constraints.

*Why: Specific reasons, purpose or benefits of accomplishing the goal.

My first goal for this quarter in Weight Training is:

I will accomplish this goal by breaking it up into the following steps:

1. _____

2. _____

3. _____

4. _____

My second goal for this quarter in Weight Training is:

I will accomplish this goal by breaking it up into the following steps:

1. _____

2. _____

3. _____

4. _____

Journal Entry Sheets and Journal Grading Rubric

Materials:

Individual folders with "Daily Journal Entry" sheets

Pens and Pencils

Procedure:

1. Talk to the students as a group about their journal. Explain why it is important to keep track of their progress and how it is beneficial in determining the percentages they will be using when lifting weights.
2. Inform the students that the journal will be filled out each class. They will be recording the weights they are using and the times that are receiving on the metabolic conditioning exercises in order to track their progress.
4. Explain how to fill out the journal.
5. Once there is a clear idea of what should go into the journals, have the students fill out their first day.
6. Continue to fill out the journal daily for the entire quarter.

Grading Rubric Weight Training Journal

Qualities & Criteria	16	12	8	4
<ul style="list-style-type: none">• Format/Layout• Journal is legible• Journal is neat and organized by workout• Neatness was maintained	Closely follows all the requirements related to format and layout.	Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.	Follows poorly the requirements related to format and layout.	Does not meet any of the requirements.

throughout journal				
<ul style="list-style-type: none"> • Content/Information • All workouts were written down. • The information is technically sound • Coherence of information 	The journal addresses, with an in depth analysis, all the workouts accomplished during the course. The provided information is necessary and sufficient to describe the student's progress.	The journal, for the most part, addresses, with an in depth analysis, all the workouts accomplished during the course. The provided information is, for the most part, necessary and sufficient to describe the student's progress.	The journal does not address all the workouts accomplished during the course. The provided information is neither necessary nor sufficient to describe the student's progress.	Does not meet any of the requirements.
<ul style="list-style-type: none"> • Quality of Writing • Clarity of sentences and paragraphs • No errors in spelling, grammar and the use of English • Organization and coherence of ideas 	The journal is well written from start to finish, without spelling, grammar or use of English errors. The journal is well organized, clear, and presents ideas in a coherent way.	The journal is well written for the most part, without spelling, grammar or use of English errors. The journal is for the most part well organized, clear, and presents ideas in a coherent way.	The journal is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The journal is badly organized, lacks clarity, and/or does not present ideas in a coherent way.	Does not meet any of the requirements.

Daily Entry Journal Sheet

			1	Day	Daily Journal
--	--	--	---	-----	---------------

			For Time 800 Meter Run 40 Squats 30 Sit-ups 20 Pushups 10 Pull-ups	Workout/Exercise as Prescribed (Rx'd)	mal Entry
			Pushups were performed on knees	Modifications	
			Chest, Back, Legs	Muscle Groups	
			All of the above	Targeted Effects Cardio, Strength, Endurance, etc.	
			9:45 min	Results: Time Reps Rounds	
				How did you feel before, during, and, after the workout?	

Ten General Physical Skills

If your goal is optimum physical competence then all the general physical skills must be considered:

1. Cardiovascular/respiratory endurance- The ability of body systems to gather, process, and deliver oxygen.
2. Stamina - The ability of body systems to process, deliver, store, and utilize energy.
3. Strength - The ability of a muscular unit, or combination of muscular units, to apply force.
4. Flexibility - the ability to maximize the range of motion at a given joint.
5. Power - The ability of a muscular unit, or combination of muscular units, to apply maximum force in minimum time.
6. Speed - The ability to minimize the time cycle of a repeated movement.
7. Coordination - The ability to combine several distinct movement patterns into a singular distinct movement.
8. Agility - The ability to minimize transition time from one movement pattern to another.
9. Balance - The ability to control the placement of the body's center of gravity in relation to its support base.
10. Accuracy - The ability to control movement in a given direction or at a given intensity.

(Ed. - Thanks to Jim Crawley and Bruce Evans of Dynamax, www.medicineballs.com)

Ten General Physical Skills Quiz

Name:

Date:

Please select the proper definition for each physical skill.

	Physical Skills	Definition
___ 1	Cardiovascular/respiratory endurance	A The ability of body systems to process, deliver, store, and utilize energy.
___ 2	Coordination	B The ability to maximize the range of motion at a given joint.
___ 3	Stamina	C The ability of a muscular unit, or combination of muscular units, to apply maximum force in minimum time.
___ 4	Strength	D The ability to minimize the time cycle of a repeated movement.

___ 5	Power	E	The ability to combine several distinct movement patterns into a singular distinct movement.
___ 6	Agility	F	The ability of body systems to gather, process, and deliver oxygen.
___ 7	Flexibility	G	The ability to control movement in a given direction or at a given intensity.
___ 8	Speed	H	The ability of a muscular unit, or combination of muscular units, to apply force.
___ 9	Balance	I	The ability to minimize transition time from one movement pattern to another.
___ 10	Accuracy	J	The ability to control the placement of the body's center of gravity in relation to its support base.

Peer Evaluation and Self Reflection Form

Name:

Date:

At the end of the quarter, it will be necessary for all students to assess the contributions of their lifting partner using the following criteria:

- Preparation: Were they on time for class? Were they prepared when they came to class?
- Contribution: Did they contribute productively and enthusiastically? Did they demonstrate serious effort during class activities?
- Respect: Did they encourage others regardless of ability level?
- Progress: Did they make progress throughout the class as a result of their effort? Did they help you to reach your goals?

It is important that you take this evaluation seriously. The people who truly worked hard should be rewarded. Those who did not contribute fully should only receive partial credit. When assessing your partner and yourself answer the following questions:

- Did your lifting partner help you to achieve the goals you set in the beginning of the quarter?
- Did you work diligently to achieve those goals?
- Did you assist your partner in achieving his/her goals?

Evaluate the contributions of your partner using a point scale from 0-20.

- 20 points- This is someone who has gone above and beyond in this class. This lifting partner has helped you achieve all of your goals and more.

- 15 points- An individual awarded 15 points is someone who is average. They have obtained some of their goals and have put forth an effort some of the time.
- 0 points- This is for someone who has shown little to no effort in helping you achieve your goals.

Partner's Name	Points- 0-20	Reason
1		
2		

Evaluate the contributions that you made using a point scale from 0-20.

- 20 points- This is someone who has gone above and beyond in this class. You have met all of your goals.
- 15 points- An individual awarded 15 points is someone who is average. They have obtained some of their goals and have put forth an effort some of the time.
- 0 points- This is for someone who has shown little to no effort in achieving their own goals.

Goal	Points 0-20	Achieved Y/N	Reason
1			
2			

Pre and Post Test Results and Reflection

Name:

Date:

The purpose of this sheet is to list and compare the results of the assessments performed at the beginning and end of the quarter. The reflection will be done at the end of the quarter.

BODY COMPOSITION					
	Weight				
	Lean Body Mass Weight				
	Fat Weight				
	Body Mass Index				
SPEED, POWER, & AGILITY TESTS					
	40 yard Sprint				
	Standing Long Jump				
	T-Test				
MUSCULAR STRENGTH AND ENDURANCE & FLEXIBILITY					
	Curl-Up				
	Trunk Lift				
	Push-up				
	Shoulder Stretch				
CARDIOVASCULAR/RESPIRATORY ENDURANCE					
	Cooper's Test				
	Bleep Test				
FINAL REFLECTION					
<p>What is YOUR personal feeling regarding the amount and regularity of activity AND beliefs about future commitment to a daily or weekly schedule of exercise?</p>					

Performance Assessment of Weight Lifting or Body Weight Exercises

Name:

Date:

Please choose a body weight exercise or lift to perform from the following list: max back squat, max deadlift, max front squat, max press, max bench press, or max pull-ups. You will perform this movement and compare your latest attempt to the first attempt performed at the beginning of the quarter. Did you progress? Why or why not?

Name of lift or body weight movement:

First Attempt (Beginning of the quarter)	Last Attempt (End of the quarter)	Reflection (Why were you successful or why were you not successful?)

Grading Rubric for Practical: Weight Lifting or Body Weight Movement

Quality & Safety	18	12	6	0
<ul style="list-style-type: none"> • Lift was successful • Student worked hard and gained strength. • Student handled the equipment properly. 	Closely follows all the requirements related to success of the lift	Follows, for the most part, all the requirements related to success of the lift. Some requirements are not followed.	Follows poorly the requirements related to success of the lift.	Does not meet any of the requirements.
<ul style="list-style-type: none"> • Student 	Closely follows all the	Follows, for the most part, all the	Follows poorly the	Does not meet any of

maintained proper form throughout the lift. <ul style="list-style-type: none"> • Student took proper safety precautions • Student used spotter for lift 	requirements related to safety.	requirements related to safety. Some requirements are not followed.	requirements related to safety.	the requirements.
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Appendix B
Syllabus

Masconomet Regional High School

Learning Is Life

The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the development of attitudes, skills, and knowledge necessary for life-long learners to think critically and creatively in order to participate in and have an impact on our 21st century global society.



9102-01 Weight Training/Aerobic Fitness: Level I

Teacher:		Room:	Weight Room
Class	Period #	Office	After school Monday-Thursday or by appointment
Time:		Hours:	
Office:		Office	X
		Phone:	
E-mail:	XXXXXXXXXX@masconomet.org	Semester/Year:	

Course Description:

The Weight Training and Aerobic Conditioning course will offer students a variety of ways to become physically fit. This course will develop appropriate movement patterns

in order to increase strength, speed, power, coordination, flexibility, stamina, endurance, agility, accuracy and balance. Students will develop their skills while participating in a fun and challenging environment. Weight and aerobic conditioning training has many benefits. It has been known to increase self-esteem, general fitness, teamwork, sense of community, knowledge of proper weight lifting, and social skills. This is a one quarter course.

Course Goal:

The universal goal of this course is to have students develop an appreciation for exercise, health, and wellness. The expectation is that students will develop physical fitness, teamwork, problem solving skills, a sense of community and social skills while encompassing the school's core values of honesty, respect, responsibility, and compassion. Students will work together to help each other achieve a higher level of fitness.

Course Objectives:

Upon the completion of this course most students should be able to:

- Assess their current physical condition.
- Demonstrate, among other exercises, a proper squat, press, bench press, and deadlift.
- Define the term fitness and identify the ten critical aspects of fitness.
- Improve their cardiovascular and muscular endurance, muscular strength, flexibility, and body composition.
- Learn and incorporate a variety of functional movements into their exercise routine.
- Demonstrate safety protocols involved in exercising including a proper warm up and cool down routine.

Requirements:

Attendance (100 Points): Students will begin the quarter with 100 points assigned specifically for attendance. For each class a student is absent without an excuse they will be deducted 30 points and assigned a detention. Class begins promptly five minutes after the bell, thus if attendance is taken and a student arrives late they will be deducted 12 points (3 Unexcused tardy= 1 Unexcused absent) and assigned a detention. Parents will be notified if student is absent or unprepared to participate more than two times! 3 Unexcused Absences=F

Dress/Uniform (100 Points): Please come dress appropriately (shorts or warm-up pants, sneakers, and a loose fitting top). Bring a warm coat and jacket for cool and rainy days. Failure to dress properly will result in a deduction of points. Twelve (12) points will be deducted for those who do not come to class prepared. You will also lose participation points for the day (another 12 points) and assigned a detention.

Participation (100 Points): Participation will be based on the student's attitude and effort. If you do not participate during class, you will be deducted 12 points. If you are not demonstrating a good attitude and positive effort in relation to your teammates, lifting partners, classmates, and/or teachers you will be deducted 12 points per class and possibly assigned a detention.

Journal Assignment (48 Points): Each person will be given a journal, which they will use to monitor and track improvements. At the end of the quarter the journals will be

evaluated by the student and teacher to see if improvements were made. The journals are worth 48 points. They will be graded on completion and orderliness.

Quizzes (20 Points): Throughout the quarter students will be quizzed to assess their understanding of the class material.

Performance Assessments (36 Points each): During this course you will be assessed on one of the nine functional movements that are essential to every exercise program. This assessment will grade you on your movement patterns and strength gains.

Pre/Post Assessments (90 Points): Students will be assessed using several tools to measure gains achieved during the course. Students will then be asked to reflect on their accomplishments.

Self and Lifting Partner Assessment (20 points each): Students will evaluate their lifting partner's effort, as well as their own efforts toward achieving their personal goals.

Personal Goals (10 points): Students will be asked to develop two personal goals for the quarter.

Respectful Learning Environment:

- Please arrive promptly to class.
- Arrive to class ready to learn. Have all assignments, readings, homework, etc. completed prior to class and prepared to be handed in class (stapled).
- Be prepared to engage in discussion, ask questions, and participate in all activities.
- Please turn off all cell phones and music players and place them in your assigned PE locker. Cell phones present in class will be confiscated and returned at the end of the day. A detention is also assigned for having your cell phone in class.
- Remove all trash, paper, food, and beverages, when leaving the classroom, PE grounds or locker room.
- Respect all members of class, their opinions and contributions to class.

Consequences of Misbehavior:

- Student will kindly be asked to resume proper behavior.
- Student will be asked to sit out until they are ready to return to the activity assigned by the teacher.
- Student will be asked to sit out the remainder of the class and will be assigned a detention to be served at the teacher's discretion.
- Failure to report to any of the assigned detentions from that point on, will result in the notification of the vice principals and parents.

*If student is unable to participate in PE for reasons related to injury or ill health, the following procedure should be followed:

1. If one to five gym classes will be missed, students must bring a note from a parent to the gym teacher. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate.
2. If more than five gym classes will be missed, students must show a physician's note to the school nurse. The school nurse will send the student, with a copy of the physician's note, to the guidance counselor for assignment to study. The school nurse will send a copy of the physician's note to the gym teacher. The school nurse will also

monitor the student's progress and will inform the teacher and counselor when the student may return to class. Students will not be held responsible for material covered in the gym class during the extended absence.

Appendix C

Safety Rules and Procedures

Dress and Attire

- Sneakers are the only form of footwear permitted in the weight room or track. Bare feet are not allowed in weight training.
- Proper workout attire must be worn, which includes shorts, sweat pants, t-shirts, sweat shirts, and sneakers.

Procedures

- Students are only allowed to use equipment under teacher supervision. Students are not allowed on any equipment unless it is being used in class.
- Eating is not allowed in the weight room. Glass containers are not allowed anywhere inside the weight room.
- Profanity, fighting, lewd, and any other inappropriate behavior will not be tolerated. Students should treat each other and the staff with courtesy and respect.
- Cell phone use is restricted and not allowed in class.

Courtesy of Boston College Recreation Office

Appendix D

Lesson Plans and Workouts

Secondary Physical Education (5-12) Lesson Plan								
Activity Name	Number of Student	Unit Name	Lesson #	Facility	Name of Instructor	Grade Level	Amount of Time Allotted	Date of Lesson
Establishing a Benchmark	20	Basic Fitness	1	Gym		9-12th	50 min	

Generative Topic:	Introduction to Weight Training and Aerobic Conditioning
Learning Objective: Affective	A: To demonstrate an appreciation for their fitness standards, most students should be able to reflect upon or express their personal feelings towards their first benchmark workout results, by completing their first journal entry. (To be assessed)
NASPE Standard:	Standard 6: Values physical activity for health , enjoyment, challenge, self expression, and/or social interaction
Massachusetts Frameworks:	2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.
Essential Question:	Have you taken personal responsibility for your own health?
Equipment and Materials Needed:	Pull-up bars that can be low enough to jump to and space to run 800 meters.
Overall Safety Concerns:	Students will be monitored throughout class to make sure they do not exhibit negative physiological responses to the exercise.
Modification for Differently-Able Students:	All exercises will be modified according to student's ability and needs by the instructor.

Assessment (Attach tool/instrument to be used)

The assessment will be presented after the:	Benchmark Workout portion of the lesson.	
Assessments Used in this Lesson: Please check all that apply		
Who	Formal (written)	Informal
<input type="checkbox"/> Teacher <input type="checkbox"/> Peer <input checked="" type="checkbox"/> X_Self	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> X_Student Record (self-report) <input type="checkbox"/> Homework Assignment <input type="checkbox"/> Quiz/Exam <input type="checkbox"/> Student Project <input type="checkbox"/> Journal <input type="checkbox"/> Portfolio <input type="checkbox"/> Performance Tasks	<input type="checkbox"/> Question & Answer <input type="checkbox"/> Student Survey <input type="checkbox"/> Teacher Observation/ Feedback

Specific Parts of the Lesson				
Time Allotted	Task	Class Formation	Feedback/Cues	Style
5 min	Change			
5 min	Warm-Up Leg Raises/ High Knees Over/Under Hurdles Butt Kicks Inch Worms/Lunges Crab/Bear crawls Broad Jumps	Rows of 4 starting at one end of gymnasium	Feedback and cues will be delivered prior to engaging in the exercises.	The Practice Style (B)
5 min	Lecture Students will be asked to review the requirements for journal keeping.	Seated in rows of four	Starting with today's WOD students will their performance and workout.	The Command Style (A)
10 min	Skill Session Squat Push-up Pull-up Sit Ups Rowing (if available)	Lined up, shoulder to shoulder on an end line facing the teacher	The torso and hips act as stabilizers so use the extremities to move. Strong midline!	The Practice Style (B)

10 min	Work out of the Day (WOD) 500m Row or 2 Laps around 250 meter gymnasium 40 Squats 30 Sit-ups 20 Pushups 10 Pull-ups.	Finding a safe place with plenty of room to move around.	Feedback and cues will be delivered prior to engaging in the exercises and during the WOD	The Practice Style (B)
5 min	Cool down/Closure Hamstring/Quad Groin Calves Chest/Triceps Abdomen	Students will put away any equipment used, as well as their journals, and then join the class for stretching.	Hold all stretches at least 10-15 seconds. Repeat each major muscle groups at least twice.	The Command Style (A)
5 min	Change			
Total Time:	50 min			

Reflections	
Teacher/Instructor Self Reflection	<p>What did or did not work?</p> <p>How can it be improved?</p> <p>How did the students react?</p> <p>Were there any injuries?</p>
References/Sources/Notes	

Work Outs

Day	Topic/Skill	Strength	Workout
1	Introduce Squatting	5x5 Goblet Squat	Tabata squats, 20 seconds of squatting, 10 seconds of rest for 6 minutes
2	Result and Reflection Pre-Test		Test the following: Broad Jump, 40 yard dash, Body composition & Weight
3	Establish lifting partners	3x5 Press	Partner work out: 1 person works and 1 rests: 200 jump rope, 60 dumb bell presses and 200 jump ropes
4	Re-establish lifting Partners	3x8 Lunge	Partner workout: 1 works and 1 rests – As Many Rounds As Possible in 6 mins. 6 renegade rows 10 lunges holding a dumbbell Results and Reflection Pre-Test continued
5	Result and Reflection Pre-Test		Stations Max sit-ups 1 min. Max push-ups 1 min. Max pull-ups As a whole class run a 1 mile time trial
6	Benching	3x5 Bench	Partner workout: 10 rounds, one person completes a round and tags their partner 7 hand release push-ups 14 air squats
7	Burpee	6 RM goblet squat	Death by burpee, 1 burpee the first minute, 2 the second, 3 the third.....

8	Introduce the dumbbell row, review the press	5 sets of 3 Press / 5x10 dumb bell row	6 ROUNDS (3 rounds each) –of chin up hold for time when you come down you will bear crawl the floor down and back and then tag your partner. Partners rest while the other is working. Your group's SCORE is the maximum amount of time on the chin up hold between you and your partner
9	The V-up	3x20 Lunge with weight	AMRAP in 5 minutes of 7 V-ups 8 Lunges holding weight 9 Tuck jumps One person works while the other rests. Each person must complete the round before their partner begins. There is a 5 burpee penalty for every time the weight touches the ground.
10	Introduce the Push Press	Bench 5 x 3	3 rounds, 30 seconds of work, 30 seconds of rest of: Max Push press Max Squat jump Max Jump Rope The individual or group with the highest total repetitions wins 5 points.
11	Introduce the Back Squat	Back Squat 3x5	Partner Workout: The Chieftain, a partner completes a round then tags you and you complete a round. One person is working while the other is resting. AMRAP in 10 minutes of: 5 Push-ups 10 Squats 200m run
12	The Pull-up	Press 4 x 5 3 sets of max pull-ups / chin hold	One partner holds a plank and the other person does as many push-ups as possible in 1 minute Rest 1 minute – Repeat 3x each
13	Introduce the Deadlift	5x5 deadlift	4 rounds total 10 sit ups 20 split jumps Jog backward down and sprint back Tag partner
14	Introduce the Barbell Row	4x5 Bench Rows 3x12	3 rounds each (6 total rounds) of: 10 Barbell Rows Crab walk down Sprint back
15	Introduce the Front Squat	3x5 Front Squat	AMRAP for 6 minutes with a partner 100 Air Squats 60 sit-ups Max Burpees

Burpees = Score			
16	Press and Pull-up Practice	Press 5 x 2 (find 2RM) 2 sets of max pull-ups or chin hold	Partner workout: AMRAP 8 minutes of 10 push-ups 200m run then tag partner
17	Introduce the GHR and Deadlift Practice	Deadlift or Sumo Deadlift 5x3	6 rounds (3 rounds each) – one person completes 1 round then tags partner 10 GHRs Bear Crawl ½ down the mat, forward roll or log roll the rest Sprint back
18	Practice Bench and Rows	Bench 5x2 @ 85% Row 5x10	Max squats in 1 min., max sit-ups in 1 min., max push-ups in 1 min. Focus on flexibility and mobility
19	Practice Back Squat	5x3 Back Squat	12 rounds (6 rounds each) 12 Goblet Squats 12 tuck Jumps 12 P. Presses with the Bar
20	Dumbbell Snatch and max out Press	1 RM Press (5, 3, 2, 1, 1, 1)	14, 8, 6 DB Snatch Renegade Row One partner completes it then tags the other partner – 1st group done- wins
21	Cooper's Test	1 RM Deadlift (5, 3, 2, 1, 1, 1)	Cooper's Test
22	9 Days of Vacation, Max out Bench	1 RM Bench (5, 3, 2, 1, 1, 1)	9 Days of vacation 1 – burpee 2- squat jumps 3- dips 4- rows 5- lunges 6- push-ups 7- tuck jumps 8- mountain climbers 9- sit-ups
23	Burpee Broad Jump, Max out Back Squat	1RM Back Squat (5, 3, 2, 1, 1, 1)	AMRAP 4 mins. Burpee broad jump for distance *1 partner working at a time* REST 2 mins. – record distance in journal AMRAP 3 mins. 10 v-ups 15 squat jumps One partner completes a round and tags the other partner

24	Practice the Press and Row	3RM Press 3 sets of 15 rows	AMRAP of 6 mins. – as a group complete: wheel barrel down the mat, do 40 db push presses, wheel barrel back, 100 jump ropes
25	Practice Deadlift and Introduce the Thruster	3RM Deadlift	As partners complete the following: 60 thrusters 80 Mt. Climbers 40 push-ups 800 meter run together One person working at a time except the 800m run
26	Partner Get-ups	3RM Bench	30 partner get-ups 100 partner sit-ups with a weight 30 partner push-ups REST 1 minute Max Squats in a minute
27	Box Jumps & Practice Front Squats	5, 4, 3, 2, 2, 2 Front Squat	6 rounds with a partner 10 Box Jumps 20 Air Squats one person completes a round and then the other person
28	Clapping Push-ups, Dips and Practice Push Press	3RM Push Press 2x max chin-ups or chin-up hold	AMRAP 8 minutes 20 partner clapping push-ups 20 dips Run 1x around the track (together)
29	Sumo Deadlift High Pull and Practice Deadlift	Deadlift 2 RM	Complete the entire rep scheme of 20, 14, 8 of: SDHP Row Then your partner completes 20, 14, 8
30	Push-up Walk and Practice Bench	5, 4, 3, 2, 2, 2 Bench 2x10 rows	2 rounds 1 min. push-up walk for distance 1 min. rest partner goes 1 min. broad jump for distance 1 min. rest partner goes 1 min. crab walk for distance 1 min. rest partner goes *farthest distance wins*
31	Gymnastics Practice	2RM Press 2x15 row	Gymnastics practice – How to get into a handstand, headstands, cartwheels, forward rolls, backward rolls, handstand push-ups and handstand walking

32	Result and Reflection Post-Test	Broad Jump	Test the following: Broad Jump, 40 yard dash, Body composition & Weight
33	Results and Reflection Post-Test continued		Stations Max sit-ups 1 min. Max push-ups 1 min. Max pull-ups As a whole class run a 1 mile time trial
34	Journal and Game		15 minutes to work out your journal and make sure it is complete to turn in tomorrow. Burpee Blast: Two even teams. They can't cross the center line. If you are hit by a yarn ball, you have to move outside of the boundaries and perform 5 burpees. If you eliminate an entire team, your team earns one point.