
Utah 12 Physical Education / Athletics

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Utah
Grade	12 (High)
Subject	Physical Education / Athletics
Course category	Physical Education
Standards family	Physical Education
Framework	Utah Core Standards
Issuing agency	Utah State Board of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — What A Programme Contains

Unit 3: Training Techniques That Hold Up · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What has to be in a fitness programme for it to work?
Standards	Training Techniques for the Selected Sport (Level 1) -> ILA.3.1, ILA.3.10, ILA.3.11, ILA.3.12 — 4 standards; full text in the standards table
Learning target	"I can identify what a health-enhancing fitness programme must contain."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will identify skills and components needed to design an individualized health-enhancing fitness program for varsity athletics.

Success criteria (student-friendly)

- "I name the components of a programme."
- "I explain why each is there."
- "I state what only a qualified adult can decide."

Academic vocabulary

programme, progression, overload, recovery, variation, individualisation, monitoring

Materials and technology

- Notebooks
- Supplied programme outlines

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

The components of a programme identified and justified.

Family communication

Ask your child why recovery is part of training.

Day 41 — The Parts Of Any Programme

Week 9, Day 1 · Unit 3 · Standards: ILA.3.1, ILA.3.10, ILA.3.11, ILA.3.12

Focus	Structure.
Learning target	"I can identify what a health-enhancing fitness programme must contain."
Vocabulary in use	programme, progression, overload, recovery, variation, individualisation, monitoring
Local date	_____

Learning sequence

TEACHER NOTE GOVERNING THE WHOLE UNIT: THIS IS GENERAL PRINCIPLE AND NOT ANYBODY'S PROGRAMME. NO LOAD, VOLUME, INTENSITY, FREQUENCY, REST INTERVAL, EXERCISE SELECTION OR PROGRESSION RATE IS PRESCRIBED ANYWHERE. The coach and the medical staff decide all of it for this squad, and nothing here is medical or training advice. Connect: this week's standard.2 says IDENTIFY SKILLS AND COMPONENTS NEEDED TO DESIGN a programme. Teach: what any programme has to address -- a goal, the components it targets, progression, recovery, variation, and a way of telling whether it is working -- and that a programme missing any of these is a session list rather than a programme. Try: shared examination of a supplied outline. Apply: students identify which parts a second outline is missing. Reflect: which omission would matter most?

Check for understanding

Student identifies the structural components of a fitness programme.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Progression And Why It Is Not Just More

Week 9, Day 2 · Unit 3 · Standards: ILA.3.1, ILA.3.10, ILA.3.11, ILA.3.12

Focus	The principle.
Learning target	"I can identify what a health-enhancing fitness programme must contain."
Vocabulary in use	programme, progression, overload, recovery, variation, individualisation, monitoring
Local date	_____

Learning sequence

Connect: programmes change over time. Teach: that improvement needs a demand beyond what the body is used to, that this can be delivered through several variables rather than only by adding more, and that HOW FAST is the question a qualified adult answers -- progression that is too quick is a principal route to injury. Teach that the student's job is to understand and explain the principle, not to set the rate. Try: shared reasoning. Apply: students name three ways demand can increase. Reflect: which is riskiest if rushed?

Check for understanding

Student explains progression through several variables, not volume alone.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Recovery Is Part Of The Programme

Week 9, Day 3 · Unit 3 · Standards: ILA.3.1, ILA.3.10, ILA.3.11, ILA.3.12

Focus	The most-skipped part.
Learning target	"I can identify what a health-enhancing fitness programme must contain."
Vocabulary in use	programme, progression, overload, recovery, variation, individualisation, monitoring
Local date	_____

Learning sequence

TEACHER NOTE: NO SLEEP TARGET, REST PERIOD, RECOVERY PROTOCOL OR NUTRITION GUIDANCE IS GIVEN. Connect: programmes have hard parts and easy parts. Teach: that adaptation happens between sessions rather than during them, so recovery is where the training takes effect and is not time off from the programme -- and that this is the part most often cut when a squad is motivated, which is exactly backwards. Try: shared discussion of a supplied outline with no recovery built in. Apply: students explain what would happen. Reflect: why is this the easiest part to cut?

Check for understanding

Student explains recovery as a programmed component of training.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Individualisation

Week 9, Day 4 · Unit 3 · Standards: ILA.3.1, ILA.3.10, ILA.3.11, ILA.3.12

Focus	The standard's own word.
Learning target	"I can identify what a health-enhancing fitness programme must contain."
Vocabulary in use	programme, progression, overload, recovery, variation, individualisation, monitoring
Local date	_____

Learning sequence

TEACHER NOTE: DISCUSSED IN PRINCIPLE. NO STUDENT'S OWN CIRCUMSTANCES, HEALTH, HISTORY OR CONSTRAINTS ARE DISCLOSED OR DISCUSSED. Connect: the standard says INDIVIDUALIZED. Teach: what a programme legitimately varies for -- role and position, training age, what somebody is returning from, what else they are doing, and what they can actually access -- and that this is why a programme copied from somebody else is unlikely to fit. Try: shared reasoning with supplied fictional profiles. Apply: students explain why two supplied fictional athletes need different programmes. Reflect: which factor mattered most?

Check for understanding

Student explains individualisation using supplied fictional profiles.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Monitoring Without Measuring People

Week 9, Day 5 · Unit 3 · Standards: ILA.3.1, ILA.3.10, ILA.3.11, ILA.3.12

Focus	Telling whether it works.
Learning target	"I can identify what a health-enhancing fitness programme must contain."
Vocabulary in use	programme, progression, overload, recovery, variation, individualisation, monitoring
Local date	_____

Learning sequence

TEACHER NOTE: NO STUDENT IS MEASURED, TESTED OR SCORED. Any personal record is private and is not collected. Connect: programmes need feedback. Teach: the kinds of signal a programme can use -- performance in the sport itself, the quality of execution, how sessions feel, and whether the athlete is available to train -- and that the last is the one squads notice too late. Teach that useful monitoring can be entirely qualitative. Try: shared design. Apply: students design a monitoring approach needing no equipment. Reflect: what would tell you a programme was not working?

Check for understanding

Student designs equipment-free programme monitoring.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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