

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

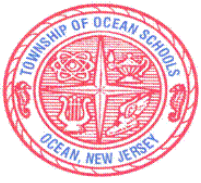
Curriculum Development Timeline

School: Ocean Township High School
Course: Health, Grade 11
Department: Health and Physical Education

Board Approval	Supervisor	Notes
August 2007	Fred West	Born Date
October 2012	Gina Hagerman	Revisions
December 2017	Mike Lambusta	Revisions
March 2019	Mike Lambusta	Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Fitness – Programs	1	Physical Education
2	Fitness – Goal Setting	2	
3	Nutrition - Nutrients	3	
4	Nutrition - Decision Making	4	
5	Lifestyle Disease	5	
Week	Marking Period 2	Week	Marking Period 4
1	Physical Education	1	Physical Education
2		2	
3		3	
4		4	
5		5	

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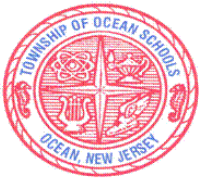
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Core Instructional & Supplemental Materials including various levels of Texts

- Foundations of Personal Fitness, Glencoe Textbook
- MyFitnessPa.com - Internet based application
- Teen Health & Wellness - Internet based service

Time Frame	2 Weeks
Topic	
Fitness	
Essential Questions	
<ul style="list-style-type: none">● What is the minimum amount of exercise I can do to stay physically fit?● How do I develop an appropriate personal fitness program and find the motivation to commit to it?● How do you realize age-appropriate fitness?	
Enduring Understandings	
<ul style="list-style-type: none">● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.● Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least effort● Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness● Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise● Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program	
Alignment to Standards	
2.1:	A, A.1, A.2, C.1, C.2, D, D.6, E.4
2.2:	B, B.2, D, E.1, E.2
2.3:	A.1, A.3
2.6:	A, A.1, A.2, A.3, A.4, A.5

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Learning Activities & Key Concepts and Skills

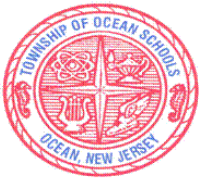
- Physical Activity and Personal Fitness
- Health-related and Skill related Fitness Components
- Cardiorespiratory Endurance
- Difference between aerobic and anaerobic exercise
- Muscle development and Resistance Training
- Designing A Personal Fitness Program
- Safety and Injury Prevention
- Lecture/Note taking
- Journal Entries
- Quick Write/Do Now
- Cooperative Learning
- Visuals/Video
- Fitness Appraisal
- Design Personal Fitness Program
- Wellness Project
- Injury Prevention Worksheet

Assessments

Formative:

- Classroom Discussion
- Anecdotal Notes
- Cooperative Learning Groups
- Exit Slips
- Open-ended Questions
- Student Checklists

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- Google Form Journal Entries

Summative:

- Participation and teacher observation
- End of Unit Tests
- Daily assignments
- Anecdotal Notes

Benchmark:

- Pre-test and Post-test
- Vocabulary Quizzes
- Presentations or Projects

Alternative:

- Fitness Marketing Project

Career Education

CRP1: Act as a responsible and contributing citizen and employee
CRP2: Apply appropriate academic and technical skills
CRP4: Communicate clearly and effectively and with reason
CRP5: Consider the environmental social and economic impacts of decisions
CRP6: Demonstrate creativity and innovation
CRP7: Employ valid and reliable research strategies
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
CRP12: Work productively in teams while using cultural global competence

21st Century Skills

9.1 Personal Financial Literacy- Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions
9.2 Career Awareness, Exploration, and Preparation- Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, and costs

Interdisciplinary Connections

English Language Arts - NJLSA.SL.9-10, 11-12
Digital Portfolios, Close Reading, Primary Source Analysis

Technology Integration

NJSLS 8.1, 8.2 - Technology Education

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-

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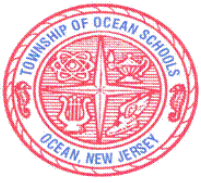
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learned etiquette about blended learning platforms.

- Students will select the media platform which best suits their project needs.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course
- Students will use Google Slides and YouTube to synthesize and present information/learning.

Time Frame	2 Weeks
Topic	
Nutrition	
Essential Questions	
<ul style="list-style-type: none">● What makes a food healthy?● How do you determine appropriate portion sizes?● What are the health risks related to poor nutritional practices?	
Enduring Understandings	
<ul style="list-style-type: none">● There are many short and long term health benefits and risks associated with nutritional choices.● Decision-making can be affected by a variety of factors that may not be in a person's best interest.	
Alignment to Standard	
2.1: B, B.1, B.2, B.3, C.1, C.2, D	
2.2: B.1, B.2, E.1	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">● Importance of Nutrition● Vitamins, Minerals, and Water● Choosing foods wisely● Body weight and health risks● Body image and weight control● Nutrition myths and fad diets● Methods of weight control● Lecture/Note taking	

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- Journal Entries
- Quick Write/Do Now
- Cooperative Learning
- Visuals/Video (Fat, Sick & Nearly Dead)
- Nutrition Appraisal
- Diet Analysis Project
- Nutrition Worksheets

Assessments

Formative:

- Classroom Discussion
- Anecdotal Notes
- Cooperative Learning Groups
- Exit Slips
- Open-ended Questions
- Student Checklists
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Summative:

- Participation and teacher observation
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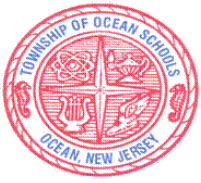
Benchmark:

- Pre-test and Post-test
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- Presentations or Projects

Alternative:

- Food Scavenger Hunt

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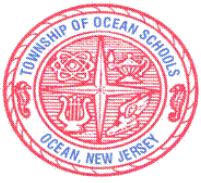
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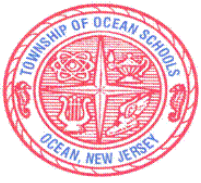
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Time Frame	1 Week
Topic	
Lifestyle Disease	
Essential Questions	
<ul style="list-style-type: none">● How is personal health impacted by family, community, national, and international efforts to prevent and control diseases and health conditions?● What preventable diseases and health conditions may occur during one's lifestyle and what are some treatment strategies?● How can we impact local, state, national and international public health efforts to prevent and control preventable diseases and health condition?	
Enduring Understandings	
<ul style="list-style-type: none">● Students will understand how decision making will impact their personal health and wellness.● Analyze current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.	
Alignment to Standards	
<ul style="list-style-type: none">● 2.1.12.C.1● 2.1.12.C.2● 2.1.12.C.3	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">● Risk factors and lifestyle disease● Lecture/Note taking● Unit Worksheet● Journal Entries● Quick Write/Do Now● Cooperative Learning● Visuals/Video● Poster Project and Presentation	

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Alternative:

Career Education

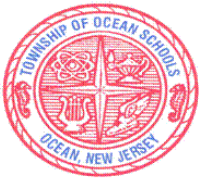
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consider when making consumer decisions

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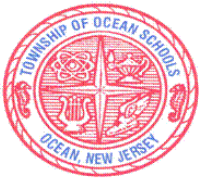
Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

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- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

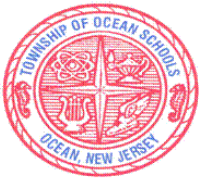
At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

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- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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