



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: Introduction to Personal Fitness
Department: Physical Education

Board Approval	Supervisor	Notes
August 2019	John Bosmans	Born Date

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Week	Marking Period 1	Week	Marking Period 3
1	Fitness Course Introduction & Overview	1	Cardiovascular Training
2	Fitness Safety Guidelines	2	Cardiovascular Training
3	Fitness Models & Variations	3	Recreational Fitness Activities
4	Fitness Models & Variations	4	Recreational Fitness Activities
5	Fitness Program Design	5	Exercise Physiology
Week	Marking Period 2	Week	Marking Period 4
1	Fitness Program Design	1	Exercise Physiology
2	Fitness Assessments & Evaluation	2	Nutrition
3	Fitness Assessments & Evaluation	3	Nutrition
4	Resistance Training	4	Lifetime Fitness
5	Resistance Training	5	Lifetime Fitness

Core Instructional & Supplemental Materials including various levels of Texts

- Health and Wellness - Achieving Health Literacy
- Foundations of Personal Fitness
- Fitnessgram & Activitygram - Test Administration Manual
- 50 Literacy Strategies: Step by Step, Third Edition
- Upper Grades Nutrition - Milliken Publishing Company
- Physical Education for Lifelong Fitness - Third Edition
- Complete Guide to Sport Education - Second Edition
- Sports & Recreational Activities - Fourteenth Edition
- Exercise Physiology - Theory and Application to Fitness and Performance
- Fitness Education for Children - A Team Approach

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Time Frame	1 Week
Topic	
Fitness Course Introduction & Overview	
Essential Questions	
<ul style="list-style-type: none">• What factors defines personal fitness?• Why is it important to maintain personal fitness throughout one's life?• How does an individual obtain and retain quality personal fitness?	
Enduring Understandings	
<ul style="list-style-type: none">• Fitness is comprised of several different components that positively contribute to one's well-being.• Fitness can be achieved through a wide variety of activities that contribute to a healthy lifestyle.	
Alignment to NJSLs	
<ul style="list-style-type: none">• 2.1.12.E.2, 2.1.12.E.4• 2.2.12.A.1, 2.2.12.A.2, 2.2.12.A.3, 2.2.12.B.1, 2.2.12.B.2• 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.3• 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Notes - Fitness Introduction• Lecture - Fitness Overview• PowerPoint Presentations - Introduction to Fitness• Discussion - What defines fitness? What are your fitness goals? How can they be reached?• Ted Talks - Fitness Trends and Current Events• YouTube Clips - Fitness Topics• Graphic Organizers - Goal Sheet• Exhibit a positive attitude toward physical activity as it leads to a long-term wellness plan.	
Assessments	
<u>Formative</u> <ul style="list-style-type: none">• Fitness Self-Evaluation• Fitness Peer-Evaluation• Class Discussion - Fitness Trends• Fitness Checklist	
<u>Summative</u> <ul style="list-style-type: none">• Fitness Practical Examination• Fitness Trend Presentation	

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- Fitness Rubrics
- Personal Fitness Portfolio

Benchmark

- Pre & Post Test

Alternative

- Fitness Digital Apps
- FitnessBlender
- Sport Specific Fitness Plan

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

- 9.2 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 - NJSLSA.SL.9-10, 11-12
- Digital Portfolios, Close Reading, Primary Source Analysis
- Language Arts: SL. 9-10.1.11-12.1 - Students will communicate their fitness goals to formulate a fitness plan.

Technology Integration

NJSLS 8.1, 8.2 - Technology Education

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- Students will use Google Sheet as a graphic organizer to plan out their short term and long term fitness goals.
- Synthesize and present information

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Time Frame	1 Week
Topic	
Fitness Safety Guidelines	
Essential Questions	
<ul style="list-style-type: none"> • What safety factors need to be considered prior to engaging in exercise? • How can an individual modify a fitness routine to address specific safety issues? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Establishing good safety habits and routines creates a solid foundation for fitness to be established. • Safety guidelines are integral to injury prevention. • Different types of exercises require specific safety parameters and techniques. 	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.1.12.A.2, 2.1.12.E.4 • 2.2.12.A.1, 2.2.12.A.2, 2.2.12.B.2 • 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.3, 2.5.12.C.3 • 2.6.12.A.1, 2.6.12.A.2 	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none"> • Video Analysis - Proper Form • Spotting Technique • Stretching Variations • Guided Practice Activity • Heat-Stress Index • Wind-Chill Index • Safety Gear & Clothing 	

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- Injury Prevention
- Case Studies
- Weight Room Etiquette

Assessments

Formative:

- Safety Rubrics
- Safety Checklist
- Observations
- Safety Surveys
- Structured Safety Interview

Summative:

- Safety Quiz
- Safety Technique Demonstration
- Personal Safety Evaluation
- Peer Safety Evaluation

Benchmark:

- Safety Exam
- Safety Technique Analysis

Alternative:

- Journal Entries & Reflections
- Oral Presentations

Career Education

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21st Century Skills

- N/A

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Interdisciplinary Connections

- English Language Arts - NJSLSA.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-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.
- Students will complete a video analysis of various safety skills that pertain to fitness.

Time Frame	2 Weeks
Topic	
Fitness Models & Variations	
Essential Questions	
<ul style="list-style-type: none">• Why would an individual engage in circuit training over other exercise variations?• What are the benefits and practical uses of interval training?• How can alternative equipment be used to reach fitness goals?	
Enduring Understandings	
<ul style="list-style-type: none">• Different types of training methods can be used to address specific fitness goals and objectives.• Alternative equipment allows for a unique perspective and opportunity regarding traditional fitness exercises.	

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Alignment to Standards

- 2.1.12.E.2, 2.1.12.E.4
- 2.2.12.A.1, 2.2.12.A.2, 2.2.12.A.3, 2.2.12.B.1, 2.2.12.B.2
- 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.3
- 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

Learning Activities & Key Concepts and Skills

- Low Intensity - Long Duration
- Medium Intensity - Medium Duration
- High Intensity - Short Duration
- Circuit Training
- Anaerobic Interval Training
- Aerobic Interval Training
- Fartlek Training
- TRX Bands
- Kettlebells
- Calisthenics Training
- Weightlifting - Schedules and Cycles
- Balance Exercises
- Flexibility - Injury Prevention

Assessments

Formative:

- Peer and self-assessments - Goal Setting
- Teacher specific psychomotor skill checklist - Safety & Exercise Preparation
- Fitness Log & Journal Reflection

Summative:

- Teacher visual assessment of student's skills.
- Weight Lifting Exercise Rubrics

Benchmark:

- Pre & Post Assessment

Alternative:

- Fitness Digital Apps, FitnessBlender
- YouTube
- Sport Specific Fitness Plan

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Career Education

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- 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

- Science:9-12.HS-PS2-2.PS2.A :A.1 A.2 Physics SCI.9-12.5.2.12.E.a, SCI.9-12.5.2.12.E.1, SCI.9-12.5.2.12.E.2, SCI.9-12.5.2.12.E.4 - Students will calculate how much force is required to perform specific exercises. Students will calculate their target heart rate.
- Language Arts: SL. 9-10.1.11-12.1 - Students will communicate their fitness goals to formulate a fitness plan.

Technology Integration

NJSLS 8.1, 8.2 - Technology Education

- Students will research different fitness programs and models
- Students will use Google Slides to create a presentation about a specific fitness variation.
- Students will create a graphic organizer that displays the pros and cons for different fitness routines.
- Students will use fitness applications to create and track their progression through their individualized routine.

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Time Frame	2 Weeks
Topic	
Fitness Program Design	
Essential Questions	
<ul style="list-style-type: none">• What parameters and guidelines should be considered and addressed when designing a fitness program?• How can an exercise program be developed to address specific fitness goals?	
Enduring Understandings	
<ul style="list-style-type: none">• Fitness programs are designed using various components, guidelines, and safety parameters.• Fitness programs are extremely diverse and can be catered to all individuals.	
Alignment to Standards	
<ul style="list-style-type: none">• 2.1.12.A.2, 2.1.12.E.4• 2.2.12.A.1, 2.2.12.A.2, 2.2.12.B.2• 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.3, 2.5.12.C.3• 2.6.12.A.1, 2.6.12.A.2	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Health Related Fitness - Body Composition, Cardiovascular Fitness, Muscular Strength, Muscular Endurance, Flexibility• Skill Related Fitness - Agility, Balance, Coordination, Speed, Power, Reaction Time• FITT Principle - Frequency, Intensity, Time, Type• SMART Goal Setting - Short Term & Long Term• Specificity Principle• Progression Principle• Warm Up & Cool Down• Workout Splits & Schedules	

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Assessments

Formative:

- Peer and self-assessments - Goal Setting
- Teacher specific psychomotor skill checklist - Safety & Exercise Preparation
- Fitness Log
- Journal Reflection

Summative:

- Teacher visual assessment of student's skills.
- Weight Lifting Exercise Rubrics
- Peer Exercise Program Evaluations

Benchmark:

- Pre & Post Assessment

Alternative:

- Fitness Digital Apps - FitnessBlender
- Sport Specific Fitness Plan

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
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21st Century Skills

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Interdisciplinary Connections

- Science:9-12.HS-PS2-2.PS2.A :A.1 A.2 Physics SCI.9-12.5.2.12.E.a, SCI.9-12.5.2.12.E.1, SCI.9-12.5.2.12.E.2, SCI.9-12.5.2.12.E.4 - Students will calculate how much force is required to perform specific exercises. Students will calculate their target heart rate.

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- Language Arts: SL. 9-10.1.11-12.1 - Students will communicate their fitness goals to formulate a fitness plan.

Technology Integration

NJSLS 8.1, 8.2 - Technology Education

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- Students will use Google Docs & Google Sheets to design an individualized fitness program.
- Students will record the execution and implementation of their fitness routine and link it to their Google Site.
- Synthesize and present information.

Time Frame	2 Weeks
Topic	
Fitness Assessments & Evaluation	
Essential Questions	
<ul style="list-style-type: none"> • How is fitness evaluated and assessed? • Why would an individual chose one evaluation method over another? • Which assessment and evaluations tools are both valid and reliable? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Fitness can be assessed and evaluated in multiple formats. • Different assessments provide data on various aspects of fitness. • It is critical to align your fitness routine with the individualized goal(s) that are established. 	
Alignment to NJSLS	
<ul style="list-style-type: none"> • 2.1.12.A.2, 2.1.12.E.4 • 2.2.12.A.1, 2.2.12.A.2, 2.2.12.B.2 • 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.3, 2.5.12.C.3 • 2.6.12.A.1, 2.6.12.A.2 	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none"> • Validity vs. Reliability • Aerobic Capacity Measurements • Body Composition Analysis • Healthy Fitness Zone Standards 	

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- Abdominal Strength & Endurance Test - Curl Up
- Trunk Extensor Strength & Flexibility - Trunk Lift
- Upper Body Strength & Endurance - Pull-Up, Flexed Arm Hang
- Flexibility - Back-Save Sit & Reach, Shoulder Stretch

Assessments

Formative

- Heart Rate Monitor
- Fitness Log
- PACER Test
- Personal Fitness Reflections

Summative

- Fitnessgram
- Activitygram
- VO2 Max Test
- Personal Fitness Evaluation

Benchmark

- Steady State Walk Test
- Cooper's 1.5 Mile Run Test
- Steady-state Jog Test

Alternative

- Fitness Portfolios
- Affective Surveys

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
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Interdisciplinary Connections

- Science:9-12.HS-PS2-2.PS2.A :A.1 A.2 Physics SCI.9-12.5.2.12.E.a, SCI.9-12.5.2.12.E.1, SCI.9-12.5.2.12.E.2, SCI.9-12.5.2.12.E.4 - Students will calculate how much force is required to perform specific exercises. Students will calculate their target heart rate.

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- Language Arts: SL. 9-10.1.11-12.1 - Students will communicate their fitness goals to formulate a fitness plan.

Technology Integration

NJSLS 8.1, 8.2 - Technology Education

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- Students will record the execution and implementation of their fitness routine and link it to their Google Site.
- Students will calculate and record their fitness results on a graphic organizer on Google Sheets.
- Synthesize and present information.

Time Frame	2 Weeks
Topic	
Resistance Training	
Essential Questions	
<ul style="list-style-type: none"> • What defines resistance training? • Why are certain types of resistance training tactics used for different types of athletes? • How does strength training impact an individual? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Strength training can be broken down into several different categories. • Physical activity will enhance your overall health and wellness. • Taking responsibility for one's health is an essential step toward developing and maintaining a healthy, active lifestyle. 	
Alignment to NJSLS	
<ul style="list-style-type: none"> • 2.1.12.A.1, 2.1.12.A.2, 2.1.12.E.4 • 2.2.12.A.1, 2.2.12.A.2, 2.2.12.A.3, 2.2.12.B.1, 2.2.12.B.2, 2.2.12.D.1 • 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.3, 2.5.12.C.3 • 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4 	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none"> • Absolute Muscular Strength • Relative Muscular Strength • Exercise Classifications • Overload Principle • Progressive Resistance • Muscle Types - Cardiac, Smooth, Skeletal 	

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- Muscle Contractions - Dynamic & Static
- Muscle Hyperplasia & Hypertrophy
- Muscle Fiber Types: Slow-twitch & Fast-twitch
- Resistance Training Myths vs. Facts.
- Resistance Training Equipment

Assessments

Formative

- Peer and self-assessments - Goal Setting
- Teacher specific psychomotor skill checklist - Safety & Exercise Preparation
- Fitness Log
- Journal Reflection

Summative

- Teacher visual assessment of student's skills.
- Weight Lifting Exercise Rubrics
- Muscle Group Identification
- Exercise Identification

Benchmark

- Pre & Post Assessment
- Class Score Sheet

Alternative

- Fitness Digital Apps, FitnessBlender
- Sport Specific Fitness Plan
- Lifestyle Fitness Program

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
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21st Century Skills

- 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

- Science:9-12.HS-PS2-2.PS2.A :A.1 A.2 - Students will calculate the amount of weight they are lifting in order to promote muscle growth and development.

Technology Integration

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NJSLS 8.1, 8.2 - Technology Education

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- Students will use a Google Form to complete a reflection on their participation and experience in this unit.
- Students will use Strength Training Apps to monitor and track their progress.
- Students will use Heart Rate Monitors to determine if they are working within their target heart rate zone.

Time Frame	2 Weeks
Topic	
Cardiovascular Training	
Essential Questions	
<ul style="list-style-type: none"> • What is cardiovascular training? • What are the different types of cardiovascular training? • How can cardiovascular activity be integrated into your lifestyle? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Cardiovascular training promotes good health by lowering the risk of heart disease. • Cardiovascular exercise allows blood to pump more efficiently through the body. • There are several exercise variations that qualify as cardiovascular activity. 	
Alignment to NJSLS	
<ul style="list-style-type: none"> • 2.1.12.A.2, 2.1.12.E.4 • 2.2.12.A.1, 2.2.12.A.2, 2.2.12.B.2 • 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.3, 2.5.12.C.3 • 2.6.12.A.1, 2.6.12.A.2 	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none"> • Aerobic Activity Examples • Aerobic vs. Anaerobic Activity • Circulatory System - Hemoglobins, Stroke Volume, Blood Vessels • Respiration Process • Cardiovascular Disease - Atherosclerosis, Stroke, Peripheral Vascular Disease, Hypertension, Emphysema • Cardiorespiratory Endurance Factors 	
Assessments	
<u>Formative</u>	
<ul style="list-style-type: none"> • PACER Test • Teacher Observations 	

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- Cardio Log

Summative

- One Mile Run
- Cardiovascular Rubric

Benchmark

- Blood Pressure Test
- Personal Fitness Records

Alternative

- Walk Test
- Aerobic Fitness Portfolios

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
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- 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-learned etiquette about blended learning platforms.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
- Students will use a Google Form to complete a reflection on their participation and experience in this unit.
- Students will use Heart Rate Monitors to determine if they are working within their target heart rate zone.

Time Frame

2 Week

Topic

Recreational Fitness Activities

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Essential Questions

- What is a recreational activity?
- What is the minimum amount of physical activity that one can do to stay physically fit?
- How does an individual become involved with different types of activities?

Enduring Understandings

- Recreational activities can be done in a casual or competitive environment .
- Physical activity will enhance your overall health and wellness.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Alignment to NJSLs

- 2.2.12.A.1, 2.2.12.A.2, 2.2.12.A.3, 2.2.12.B.1, 2.2.23.B.2, 2.2.12.C.1, 2.2.12.C.2, 2.2.12.C.3
- 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3,
- 2.5.12.C.1, 2.5.12.C.2, 2.5.12.C.3

Learning Activities & Key Concepts and Skills

- Badminton
- Basketball
- Bicycling
- Bowling
- Dance
- Field Hockey
- Golf
- Gymnastics
- Pickle-Ball
- Soccer
- Softball
- Tennis
- Track & Field
- Volleyball

Assessments

Formative:

- Peer and self-assessments.
- Teacher specific psychomotor checklist - Various skills and safety procedures
- Fitness Log & Journal Reflection

Summative:

- Teacher visual assessment of student's skills through progress monitoring
- Student Centered Tournament
- Psychomotor Skill-Related Rubrics

Benchmark:

- Pre & Post Assessment

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- Cognitive Rules Assessment

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

- 9.2 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 - NJSLSA.SL.9-10, 11-12 - Students will work collaboratively to work toward a common goal in a team game.

Technology Integration

NJSLS 8.1, 8.2 - Technology Education

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-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.
- Students will use a graphic organizer created on Google Sheets to facilitate student centered tournaments and games.

Time Frame	2 Week
Topic	
Exercise Physiology	
Essential Questions	
<ul style="list-style-type: none"> • What is exercise physiology and how does it relate to personal fitness? • How does metabolism impact body composition? • What factors determine the body's fuel utilization? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Exercise physiology describes how the body responds to physical activity. • The human body can utilize and consume fuel based on the task at hand. • There are several environmental and individual factors that can impact performance. 	

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Alignment to NJSLs

- 2.1.12.A.2, 2.1.12.E.4
- 2.2.12.A.1, 2.2.12.A.2, 2.2.12.B.2
- 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.3, 2.5.12.C.3
- 2.6.12.A.1, 2.6.12.A.2

Learning Activities & Key Concepts and Skills

- Bioenergetics - Cell Structure and Reactions
- Homeostasis
- Exercise Metabolism
- Control Systems - Positive & Negative
- Fuel Utilization
- Performance Factors
- Exercise Respiration
- ATP-PC System
- Glycolysis Cycle
- Krebs Cycle & Electron Transport Chain
- Temperature Regulations

Assessments

Formative

- Group Presentations
- Exit Slips
- Class Discussions
- Force & Velocity Calculations

Summative

- Exercise Physiology Exam
- Bioenergetics Diagram
- Blood Flow Diagram

Benchmark

- Pre & Post Test

Alternative

- Isometric Measurement of Strength
- Free-Weight Testing of Strength
- Isokinetic Assessment of Strength
- Variable-Resistance Measurement of Strength

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

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<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • N/A 	
Interdisciplinary Connections	
<ul style="list-style-type: none"> • Science:9-12.HS-PS2-2.PS2.A :A.1 A.2 Physics SCI.9-12.5.2.12.E.a, SCI.9-12.5.2.12.E.1, SCI.9-12.5.2.12.E.2, SCI.9-12.5.2.12.E.4 - Students will calculate how much force is required to perform specific exercises. Students will calculate their target heart rate. • Language Arts: SL. 9-10.1.11-12.1 - Students will communicate their fitness goals to formulate a fitness plan. 	
Technology Integration	
<p>NJSLS 8.1, 8.2 - Technology Education</p> <ul style="list-style-type: none"> • Students will use Google Classroom to participate in an online classroom discussion utilizing pre-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 Week
Topic	
Nutrition	
Essential Questions	
<ul style="list-style-type: none"> • How does nutrition impact personal fitness? • 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 NJSLS	
<ul style="list-style-type: none"> • 2.1: B, B.1, B.2, B.3, C.1, C.2 • 2.2: B.1, B.2, E.1 	
Learning Activities & Key Concepts and Skills	

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- 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
- 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
- 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:

- Food Scavenger Hunt

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

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- 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 - NJSLSA.SL.9-10, 11-12
- Digital Portfolios, Close Reading, Primary Source Analysis

Technology Integration

NJSLS 8.1, 8.2 - Technology Education

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Time Frame

2 Weeks

Topic

Lifetime Fitness

Essential Questions

- What changes in lifestyle will lead to improved health and wellness?
- How will your lifestyle choices affect your lifestyle?
- What is the minimum amount of exercise I can do to stay physically fit?

Enduring Understandings

- Physical activity will enhance your overall health and wellness.
- Taking responsibility for one's health is an essential step toward developing and maintaining a healthy, active lifestyle.

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- Identifying local community fitness resources is essential to lifetime fitness.

Alignment to Standards

- 2.1.12.E.2, 2.1.12.E.4
- 2.2.12.A.1, 2.2.12.A.2, 2.2.12.A.3, 2.2.12.B.1, 2.2.12.B.2
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- 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

Learning Activities & Key Concepts and Skills

- Understanding the Aging Process
- Bone Mass & Physical Activity
- Leisure-time activities
- Identifying Fitness Professionals
- Locating Potential Fitness Opportunities
- Fitness Products

Assessments

Formative:

- Local Fitness Organization Survey
- Exit Slips
- Classroom Polls
- Think-Pair-Share
- Venn Diagram
- Jigsaw Groups

Summative:

- Lifetime Fitness Portfolio
- Lifetime Fitness Group Presentations
- Lifetime Fitness Rubrics
- Lifetime Fitness Self-Evaluation

Benchmark:

- Pre & Post Test

Alternative:

- Research Paper
- Concept Map
- Lifetime Fitness Journal

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Career Education

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Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

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ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)

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- | |
|---|
| <ul style="list-style-type: none">• Accept demonstration and verbal assessments in lieu of written tests. |
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