

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



First Aid, Fitness, and Nutrition

Length of Course:	Semester
Elective/Required:	Elective
Schools:	EHS/JPS
Eligibility:	Grade 9-12
Credit Value:	2.5
Date Approved:	August 23, 2022

TABLE OF CONTENTS

Pacing Guide	3
First Aid: General Information, Cardiac & Breathing Emergencies	4
Bleeding Emergencies, Wounds, Burns & Shock	6
All Types of Injuries (Musculoskeletal, Soft Tissue, Extremities, etc.)	8
Sudden Illness, Poisoning, & Bite Stings	10
Childbirth, Safety, When Help is Delayed	12
Substance Abuse, Heat/Cold Exposure, Reaching/Moving Victims, Persons with Disabilities	14
Physical Fitness: Intro, Health/Motor Components, Value & Assessing Fitness Levels	16
Principles of Training, Fitness Programs	18
Nutrition: Basic Nutrients, Calories, Food Shopping (Part 1)	20
Basic Nutrients, Calories, Food Shopping (Part 2)	23
Resources	26

Modifications will be made to accommodate IEP mandates for classified students

PACING GUIDE

Pg. #	Disciplinary Concept	Suggested Pacing
	Standard 2.1 Personal and Mental Health / Standard 2.3 Safety	
4	General Information, Cardiac and Breathing Emergencies	12- 15 Days
6	Bleeding Emergencies, Wounds, Burns, and Shock	12- 15 Days
8	All Types of Injuries (Musculoskeletal, Soft Tissue, Extremities, etc.)	3-5 Days
10	Sudden Illness, Poisoning, and Bite Stings	3-5 Days
12	Childbirth, Safety, When Help is Delayed	3-5 Days
14	Substance Abuse, Heat/Cold Exposure, Reaching/Moving Victims, Persons with Disabilities	3-5 Days
16	Intro, Health/Motor Components, Value and Assessing Fitness Levels	8-10 Days
18	Principles of Training, Fitness Programs	8-10 Days
20	Basic Nutrients, Calories, Food Shopping (Part One)	8-10 Days
23	Basic Nutrients, Calories, Food Shopping (Part Two)	8-10 Days
	Resources & Related Information	

The following pacing guide was prepared to assist all stakeholders in understanding exactly what our teaching staff is going to review with students during their First Aid, Fitness & Nutrition-course. Each disciplinary concept has core ideas, essential questions, performance expectations, concepts and skills which provide an overview of the content matter. The instructional actions are some examples of how the teaching staff will implement instruction and assessment.

Modifications will be made to accommodate IEP mandates for classified students. Our staff is continuously analyzing best practices, strategies and resources to enhance educational outcomes and learning experiences by reflecting on each quarter, unit of study, and lesson.

First Aid - General Information, Cardiac and Breathing Emergencies

New Jersey Student Learning Standard -

- 2.1 - Personal and Mental Health
- 2.3 - Safety

Core Idea/s:

The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.

Essential Question/s:

- What are the proper steps to follow when confronted with emergency situations?
- Why is it important to know basic first aid procedures?
- How can you avoid becoming a victim while trying to help?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 	<ul style="list-style-type: none"> • -Recognize risk factors for breathing and cardiac emergencies • -Signs, symptoms and treatment of cardiac and breathing emergencies • -Proper procedures for implementing CPR • -Proper procedures for using the AED machine • -Proper procedures for choking, etc. 	<ul style="list-style-type: none"> • -Safely administer CPR in an emergency situation • -Safely administer and use the AED machine in an emergency situation. • -Safely administer the abdominal thrusts and back blows in an emergency situation.

<ul style="list-style-type: none">• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).		
<p>Instructional Actions</p> <p>Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.</p> <p>Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.</p> <p>Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test</p>		

First Aid - Bleeding Emergencies, Wounds, Burns, and Shock

New Jersey Student Learning Standard -

- 2.1 - Personal and Mental Health
- 2.3 - Safety

Core Idea/s:

- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.

Essential Question/s:

- What are the proper steps for controlling a bleeding emergency?
- How do you determine if a victim is exhibiting signs of shock?
- How do you deal with different burns?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, 	<ul style="list-style-type: none"> • Blood Components -Blood Vessels • Signs of Life Threatening • Bleeding • How to Control External • Bleeding • Signs/Symptoms of Internal • Bleeding • Care for Internal Bleeding • Types of Open Wounds • Signs/Symptoms of Infection 	<ul style="list-style-type: none"> • Recognize the signs of severe bleeding • Follow the proper steps to control bleeding • Identify symptoms of internal bleeding • Apply the proper techniques to control bleeding • Apply the proper bandages to wounds • Determine if a wound is infected

<p>services, in school, home and in the community.</p> <p>2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p>	<ul style="list-style-type: none"> • Dressings and Bandages • Types/Degrees of Burns • Care for Burns • Cause of Shock -Signs/Symptoms of Shock • Care for Shock Victims 	<ul style="list-style-type: none"> • Apply proper dressings and bandages to fellow students or manikins • Determine potentially dangerous situations or activities that can cause wounds or burns • Treat a person who is suffering the symptoms of shock • Get a potentially dangerous situation under control
--	---	---

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

First Aid - All Types of Injuries (Musculoskeletal, Soft Tissue, Extremities, etc)

New Jersey Student Learning Standard -

- 2.1 - Personal and Mental Health
- 2.3 - Safety

Core Idea/s:

- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.

Essential Question/s:

Faced with having to treat a serious injury, how do you determine the proper treatment and whether or not to transport the victim?

How do you stabilize someone until help arrives?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). 	<ul style="list-style-type: none"> • Types of Soft Tissue Injury • Treatment of Soft Tissue injury • Review of Musculoskeletal System • Types of Injury to the Musculoskeletal System (fractures, sprains, etc.) • Signs/Symptoms of Musculoskeletal Injuries • Treatment of Musculoskeletal 	<ul style="list-style-type: none"> • Recognize and treat a soft tissue injury • Label the various parts of the Musculoskeletal System • Determine and treat various Musculoskeletal injuries • Recognize the signs to immobilize an injury

<ul style="list-style-type: none"> • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 	<ul style="list-style-type: none"> • Injuries • Immobilization and Consideration for Transporting • Upper Extremity Injuries - signs and treatment • Lower Extremity Injuries – signs and treatment • Head, Neck and Back Injuries - signs and treatment • Chest, Abdomen, and Pelvis Injuries – signs and treatment 	<ul style="list-style-type: none"> • Determine when it is proper procedure to transport a victim • Recognize the signs and treat upper extremity injuries • Recognize the signs and treat lower extremity injuries • Recognize the signs and treat head, neck and back injuries • Recognize the signs and treat chest, abdomen, and pelvis injuries
--	--	--

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

First Aid - Sudden Illness, Poisoning, and Bite Stings

New Jersey Student Learning Standard -

- 2.1 - Personal and Mental Health
- 2.3 - Safety

Core Idea/s:

- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.

Essential Question/s:

How can knowing the causes of sudden illnesses help to avoid their occurrences in the first place?

Why is it important to react quickly to these emergencies?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. 	<ul style="list-style-type: none"> • Signs and Treatment for Fainting • Signs and Treatment for Diabetic Emergencies • Signs and Treatment for Seizures • Signs and Treatment for Stroke • What constitutes a Poison • How Poisons enter the Body • Signs, Symptoms and Treatment of Poisoning • Signs, Symptoms and Treatment for Bites and Stings, including Lyme's Disease 	<ul style="list-style-type: none"> • Recognize the signs and symptoms of a Fainting victim • Properly treat a fainting victim • Recognize the signs and symptoms of a Diabetic Emergency • Properly treat a person suffering from a diabetic emergency • Recognize the signs and symptoms of a poisoning emergency • Properly treat many different types of poisoning emergencies.

<ul style="list-style-type: none"> 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 		<ul style="list-style-type: none"> Recognize the signs and symptoms of various different types of bites and stings Properly treat bites and stings -Recognize the signs and symptoms of Lyme's Disease Properly treat and get the proper care for someone suffering from Lyme's Disease Recognize potential hazardous substances to avoid poisoning Recognize potential hazardous insects and animals in regards to bites and stings
--	--	---

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

First Aid - Childbirth, Safety, When Help is Delayed

New Jersey Student Learning Standard -

- 2.1 - Personal and Mental Health
- 2.3 - Safety

Core Idea/s:

- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
- There are many decisions to be made related to pregnancy and childbirth that will have shortand long-term impacts.

Essential Question/s:

What things in your own life (at work, play, home, etc.) can you change so that you are more properly prepared to deal with emergency situations?

What could go wrong during childbirth that may cause a medical emergency?

How would you deal with that emergency?

Primary Teaching Resources

Primary Teaching Resources		
Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). ● 2.1.12.CHSS.6: Evaluate the validity of health information, resources, 	<ul style="list-style-type: none"> ● What Pregnancy Means ● The Birth Process ● Preparing for Labor ● How to Assist with a Delivery ● How to Care for the Newborn ● How to Care for the Mother ● How to Deal with Complications in the Birthing Process 	<ul style="list-style-type: none"> ● Recognize a pregnancy and know the proper steps to assist in a birth ● Follow the proper treatment steps for the baby and the mother in assisting in a childbirth ● Recognize that help will be delayed and how to properly stabilize the situation until help arrives ● Successfully apply the Emergency Action Steps for all situations

<p>services, in school, home and in the community.</p> <ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). 	<ul style="list-style-type: none"> • How to Deal with Emergencies When Help is Delayed in Rural Areas, Wilderness, and Other Environments • How to Apply Emergency Action Steps • How to Care for the Victim • How to Handle Difficult Decisions • How to Protect the Victim from Further Harm • How to Live Safer and Healthier 	<ul style="list-style-type: none"> • Make tough decisions in treating a victim • Protect victims from further harm • Live a safer and happier life by knowing and recognizing potentially dangerous situations, and being better prepared for emergencies.
---	--	---

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

First Aid - Substance Abuse, Heat/Cold Exposure, Reaching/Moving Victims, Persons with Disabilities

New Jersey Student Learning Standard -

- 2.1 - Personal and Mental Health
- 2.3 - Safety

Core Idea/s:

- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
- Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

Essential Question/s:

What are the factors that will determine whether or not a victim should be moved when applying first aid procedures?

What obstacles will you face as a first aider when treating a person with disabilities?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products). 	<ul style="list-style-type: none"> • Definition of Substance Abuse and Misuse • The Meaning of Drug, Dependency, Tolerance, Overdose, and Withdrawal • The Common Misused and Abused Substances • Signs and Symptoms of Substance Misuse and Abuse 	<ul style="list-style-type: none"> • Recognize Substance Abuse • Properly treat victims of substance abuse • Recognize the signs and symptoms of heat/cold exposure • Apply the proper first aid procedures for heat/cold exposure

<ul style="list-style-type: none"> • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. 	<ul style="list-style-type: none"> • Care and Treatment of Substance Misuse and Abuse • Preventing Substance Misuse and Abuse • Signs and Symptoms of Heat and Cold Emergencies • Treatment of Heat and Cold Emergencies • Preventing Heat and Cold Emergencies • How to Reach, Treat and Move • Victims on Land and in Water • How to Treat Spinal Injuries • How to Handle Ice Rescues • How to treat Infants and Children • How to Treat People with Handicaps and disabilities • How to Deal with Language Barriers and the Elderly 	<ul style="list-style-type: none"> • Consider the proper first aid procedures for moving a victim from hazardous situations • Perform the proper first aid procedures for people with handicaps and disabilities • Perform the proper procedures for dealing with the elderly and people with language barriers • Prevent potentially dangerous situations from escalating into more severe situations
---	---	--

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

Physical Fitness - Intro, Health/Motor Components, Value and Assessing Fitness Levels

New Jersey Student Learning Standard -

- 2.1 - Personal and Mental Health
- 2.2 - Physical Wellness
- 2.3 - Safety

Core Idea/s:

- Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.
- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.
- The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

Essential Question/s:

What does physical fitness mean?

What do you need to include to create a fitness plan for yourself?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community. 	<ul style="list-style-type: none"> • Definition of Physical Fitness • The Components of Health Related Physical Fitness • The Motor Components of Physical Fitness The Value of Physical Fitness 	<ul style="list-style-type: none"> • Explain what fitness means • Identify the Motor components of physical fitness • Perform various physical exercises that will help them improve their fitness levels

<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). 	<ul style="list-style-type: none"> • Factors that Affect Fitness How to Assess Cardiovascular Fitness • How to Assess Muscular Strength • How to Assess Muscular Endurance • How to Assess Flexibility • How to Assess Body Composition • Physical Fitness Creates Valuable Side Effects • There are 4 Basic Measures of • Health – Related Fitness: Cardiovascular Fitness, Muscular Strength, Muscular Endurance, and Flexibility • Motor Components Include Power, Balance, Agility, Speed, Coordination, and Reaction Time 	<ul style="list-style-type: none"> • Identify the factors that influence fitness levels • Use a skin fold caliper to assess body composition • Perform various flexibility exercises to increase their range of motion • Assess their own fitness levels by completing various fitness routines • Plan an exercise routine that fits their lifestyle
---	---	---

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

Physical Fitness - Principles of Training, Fitness Programs

New Jersey Student Learning Standard -

- 2.1 - Personal and Mental Health
- 2.2 - Physical Wellness
- 2.3 - Safety

Core Idea/s:

- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.
- The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

Essential Question/s:

What does overload mean when talking about training?

What is one thing that can be done to improve overall fitness?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological 	<ul style="list-style-type: none"> • You should always set realistic goals in any program • Programs should be designed to fit your needs • The function of the cardiovascular System • The function of the Muscular System • How to train and improve the cardiovascular and muscular systems 	

<p>responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. 	<ul style="list-style-type: none"> • How to increase flexibility 	
---	---	--

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

Nutrition - Basic Nutrients, Calories, Food Shopping (Part One)

New Jersey Student Learning Standard -

- 2.2 - Physical Wellness
- 2.3 - Safety

Core Idea/s:

- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.
- The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.
- The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

Essential Question/s:

What things would you change in your diet to help maintain a healthy weight for your future years?

Why do so many other countries have less health problems than we do in U.S. related to weight issues?

Why do we in the U.S. have more food and poorer diets than most civilized nations?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could 	<ul style="list-style-type: none"> • There are six basic nutrients • Water is an important and essential nutrient • Food labels provide information on the type and quantity of nutrients in each item 	<ul style="list-style-type: none"> • Label the different areas of the Food Pyramid • Understand the function of each nutrient • Read a food label and understand all of its' components

<p>lead to healthy or unhealthy consequences (e.g., peers, media).</p> <ul style="list-style-type: none"> • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. 	<ul style="list-style-type: none"> • Food additives provide color and flavor, retard spoilage, and add nutrients • Sources of the different nutrients • The various nutrients function in the body • Basic components of the Food Pyramid and My Plate • How to shop for healthy foods based on nutrient information, etc. • How to be a better consumer in food shopping • How to differentiate between good and bad food additives • Food companies package their products to sell • The difference between organic and non-organic foods • Different countries have different foods as part of their regular diets • Product dating and unit pricing 	<ul style="list-style-type: none"> • Identify which food additives are healthy and which ones are not healthy • Compare and contrast different brands based on their label content and nutrient information • Compare and contrast different prices for the same foods among different brands • Select foods based on healthy and unhealthy additives and content • Demonstrate an understanding that packaging has an influence on the purchasing of certain foods. • Research nutrients, foods, food labels, etc. on the internet • Research foods of other countries • Compare and contrast unit pricing and packaging
---	--	---

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

Nutrition - Basic Nutrients, Calories, Food Shopping (Part 2)

New Jersey Student Learning Standard -

- 2.2 - Physical Wellness
- 2.3 - Safety

Core Idea/s:

- Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.
- The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.
- The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

Essential Question/s:

What are the components of a healthy diet, and what changes would you make in your own diet to maintain proper weight and health for your future?

Primary Teaching Resources

Performance Expectations	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>
<ul style="list-style-type: none"> ● 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). ● 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body 	<ul style="list-style-type: none"> ● The USDA guidelines can be used in planning a nutritious diet ● Physical Fitness and nutrition have a positive relationship ● How to plan a healthy diet ● How to determine caloric needs ● The explanation of metabolism and how it effects activity and inactivity, and its effects on weight loss and gain ● How people gain and lose weight 	<ul style="list-style-type: none"> ● Plan a nutritious diet ● Examine their own diet, evaluate it, and determine where it is “good” and where it is “bad” ● Explore the diets of different groups of people (other countries, various religions, diabetics, vegetarians, athletes, etc.) ● Identify the different parts of the digestive and excretory systems

<p>before, during, and after physical fitness activities.</p> <ul style="list-style-type: none"> • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness. • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness. • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. • 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases. 	<ul style="list-style-type: none"> • The many different types of diets, including "Fad" diets • The types, causes, and treatment of eating disorders • That people of special populations, like pregnant women, athletes, diabetics, etc., have different dietary needs. • The different parts and functions of the digestive and excretory systems • The causes of the different types of digestive disorders, and how to recognize the symptoms and get the proper treatment 	<ul style="list-style-type: none"> • Research "Fad" diets and analyze which ones are healthy and which ones are not • Keep a log or journal of your eating and exercise habits, and evaluate it • Understand the function of the digestive and excretory systems
--	---	---

Instructional Actions

Activities/Strategies- (Technology Implementation/ Interdisciplinary Connections) Videos/DVDs, Group Work, Handouts, Research, Lecture, Diagrams, Bulletin Boards, Cooperative Activities, Guest Speakers, Presentations, Google Slides, Debates, Create an Advertisement, Internet, Question Box, Reflection, Kahoot, Quizlet, Other web services.

Formative Assessment Check Points- Pre-assessment, Worksheets, Class Discussion, Homework, Quizzes, Tests, Lecture, Projects, Presentations, Reports, Research Paper, Current Event Assignments, Q and A and any other assignment that checks for understanding.

Summative Unit Assessments: Teacher Observation, Written/Oral Assessments, Question and Answer, Laptop Presentations, Unit Tests, State Test

Resources:

- Essential Materials
- Supplementary Materials
- Links to Best Practices
- Mac books/ Internet
- Supportive DVDs/Videos
- Best Practices
- G-Suite for Education
- YouTube
- Quizlet
- Kahoot
- Study Guides
- [N.J. State Department of Education Standards \(2020\)](#)

Instructional Adjustments:

- Modifications
- Differentiated Instruction
- Modify Curriculum to Suit Individual Needs
- Consult IEPs and 504 Plans
- Provide Study Guides
- Utilize Peer Tutors
- Assign Roles or Specific Tasks for Group Projects
- Adapt lessons to accommodate learner engagement