

Kingsway Regional School District



Committed to Excellence

Course Name: Sports and Health Science	Grade Level(s): 7 or 8
Department: Science/ Health	Credits: N/A
BOE Adoption Date:	Revision Dates: October 2021; September 2022

Course Description and Outcomes

In Sports and Health Science, instructional time over one semester is focused on the development of healthy lifestyle choices and proper physical movement and mobility practices as it relates to the human body and leading an active and healthy lifestyle. Throughout the coursework a focus and mastery of the 9 foundational movements, proper use and understanding of the fitness components, incorporation and maintenance of proper nutritional practices, understanding and comprehension of the body's systems and how they support everyday lifestyle choices, and useful first aid and safety techniques will be covered and taught over the course of 18 weeks.

- Students develop a greater sense of knowledge of physical competence and cognitive understanding about physical movement, fitness prescription, mobility, cooperation, respect, and social development. These skills will be developed through various physical tasks such as fitness assessments assessing student's cardiovascular endurance, muscular strength, and flexibility. Students will also participate in personal skill development of the 10 physical skills (Cardiovascular Endurance, Flexibility, Strength, Stamina, Agility, Power, Speed, Coordination, Balance, Accuracy) that stress teamwork, cooperation, and sportsmanship.
- Students develop an understanding of the importance of leading a healthy and physical lifestyle and learn to respect and take personal care of the human body and its performance. The units cover topics in a non-threatening atmosphere such as goal setting, organization, fitness methodologies and theory, nutrition, fitness prescription and testing, the human body systems (Skeletal, Muscular, Respiratory, Circulatory, etc.), and first aid techniques and practices.
- Students develop an understanding of the importance nutrition plays in the function, form, and overall health of the human body and its parts. Students explore the concepts of micronutrients, macronutrients, hydration, and supplementation and how these components can affect the body's ability to function in sport and normal everyday life. The skills of tracking food choices, calories, and macronutrients is practice and discussed to promote healthy nutritional habits for lifelong health and wellness.
- Students develop and learn essential life skills that can be used to enhance their physical, mental, emotional, and cognitive development as well as enhance their ability to be productive and successful members of their community.

Proficiencies and Pacing Guide:
Course Title: Sports and Health Science
Prerequisite(s): N/A

Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
Unit 1: Expectations, Routines, Class Climate, Team Building, Technology Use	2-3 Weeks (1-3 Classroom sessions) (9- 12) Labs	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships. 2.1..8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. 2.2.12LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. 2.2.12LF.5: - Describe the social benefits gained from participating in physical activity (meeting someone, making friends, teamwork, building trust, experiencing something new	Learning Goal 1: Understand, recognize, and perform the routine, procedures, and expectations associated with SHS Learning Goal 2: Understand and perform tasks associated with technology used in SHS classroom (Schoology)	<ul style="list-style-type: none"> • Students will be able to understand, comprehend, and establish routines to be used in the classroom setting and fitness lab setting (DOK 1-4) • Students will be able to create personal portfolios of fitness records in order to track their individual progress. (DOK - 3) • Students will be able to utilize and maintain a technology profile using Google Classroom, Google Docs, and Wordify. (DOK 4)
Unit 1B-4B: Physical Fitness Labs	18-Weeks - (3-4 Sessions Per Weeks)	2.2.8MSC.2 – Demonstrate control of motion in relationship between force, flow, time, and space in dynamic environments 2.2.8MSC.4 – Analyze and correct	Learning Goal 3: Learn, Analyze, and Perform basic body weight movements in an organized and scientifically developed workout sequence to improve overall physical,	<ul style="list-style-type: none"> • Students will be able understand and implement proper physical fitness methodologies and techniques in their daily lives using various fitness tools. (DOK 1-4)

		<p>movements and apply to refine movement skills.</p> <p>2.2.8.MSC.7 – Effectively manage emotions during physical activity in a safe manner to self and others.</p> <p>2.2.8.PF.2 – Recognize and involve all others of all ability levels into physical activity.</p> <p>2.2.8.PF.3 – Execute the primary principles of training (FITT) and technology for the purposes of modifying personal levels of fitness. Knowledge and experience in using pedometers, heart rate monitors, health tracking software, and analyzing data.</p> <p>2.2.8.PF.4 – Implement and assess the effectiveness of a fitness plan based on health data</p> <p>2.2.12LF.4: - Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</p> <p>2.2.12LF.5: - Describe the social benefits gained from participating in physical activity (meeting someone, making friends, teamwork, building trust, experiencing something new.</p>	<p>mental, and emotional health and wellness.</p>	<ul style="list-style-type: none"> • Students will be able to analyze, develop, adjust, and record workouts and workout data to show improvement and growth over the period of a school year. (DOK 1-4)
Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
Unit 2: Fitness Foundations - Principles,	3-5 Weeks (1-5 Classroom	2.2.8.PF.3 – Execute the primary principles of training (FITT) and technology for the purposes of	Learning Goal 1: Understand, recognize, and perform the concepts, movements, fundamentals of physical	<ul style="list-style-type: none"> • Students will be able to recognize, recall, and define the 5 fitness components. (DOK 1)

Concepts, & Methodologies	sessions) (15-20) Labs	<p>modifying personal levels of fitness. Knowledge and experience in using pedometers, heart rate monitors, health tracking software, and analyzing data.</p> <p>2.2.8.LF.1 – Develop and build and effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2 – Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout a lifetime.</p> <p>2.2.8.LF.3 – Explore by leading self and others to experience and participate in different physical fitness activities.</p> <p>2.2.8.LF.4 - Identify and recognize the factors that generate positive emotions from participating in movement and physical fitness activities.</p>	<p>fitness and how it relates to one's personal wellness and health.</p> <p>Learning Goal 2: Apply the skills necessary to improve and maintain one's health through the implementation of daily physical movement and health related concepts and practices.</p>	<ul style="list-style-type: none"> • Students will be able to identify the F.I.T.T principle and how it applies to physical workouts. (DOK 4) • Students will be able to define and recognize the concepts of torque, hip hinge, force, motion, and various fitness terms in relation to physical warm-up, metabolic conditioning and strength workouts, and cardiovascular training. (DOK 4) • Students will be able to apply concepts and physical movement experiences and design their own physical fitness workout program. (DOK 4) • Students will be able to define and recognize the concepts of torque, hip hinge, force, motion, and various fitness terms in relation to physical warm-up, metabolic conditioning and strength workouts, and cardiovascular training. (DOK 4) • Students will be able to apply concepts and physical movement experiences and design their own physical fitness workout program. (DOK 4)
Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
Unit 3: The Human Body & Performance	3-5 Weeks (1-5 Classroom sessions) (15-20) Labs	<p>2.2.8MSC.2 – Demonstrate control of motion in relationship between force, flow, time, and space in dynamic environments</p> <p>2.2.8MSC.4 – Analyze and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.7 – Effectively manage</p>	<p>Learning Goal 1: Understand, recognize, and recall the various components that make up the human body and how anatomy and physiology relate directly to human performance and overall wellness.</p> <p>Learning Goal 2: Understand the importance and significance of the</p>	<ul style="list-style-type: none"> • Students will be able to recognize, recall, and define various definitions associated with the human body. (DOK 1) • Students will be able to identify the differences between the concepts of anatomy and physiology. • (DOK 4)

		emotions during physical activity in a safe manner to self and others. MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	various body types, energy systems, and body systems and how they interact and work with each other to support health, wellness, and fitness. Learning Goal 3: Incorporate the concepts and foundations of fitness and perform physical workouts to support overall mental, physical, and emotional health and wellness.	<ul style="list-style-type: none"> • Students will be able to make connections to physical movement and how it effects and improves the various energy systems of the body. (DOK 4) • Students will be able to recognize the body planes and make connections to athletic movements and sport. (DOK 4)
Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
Unit 4 : Nutrition and Human Performance	3-5 Weeks (1-5 Classroom sessions) (15-20) Labs	2.2.8.N.1 – Analyze how culture, health status, age, and access to healthy foods can influence personal eating habits 2.2.8.N.2 – Identify skills and healthy behaviors that can support adolescents in losing, gaining or maintaining a healthy weight. 2.2.8.N.3 – Design sample nutrition plans for families, with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among plans. 2.2.8.N.4 – Assess personal nutritional health and consider opportunities to improve health and performance (Macros, Micros, sports drinks, supplements, balanced nutrition)	Learning Goal 1: Understand, recognize, make connections, and apply the concepts of nutrition and how it affects human performance. Learning Goal 2: Understand the concepts of Macro and Micronutrients and apply the consumption of these nutrients to individual meal plans. Learning Goal 3: Recognize and understand various types of diets and how those diets can be used to maintain and support a healthy and active lifestyle. Learning Goal 4: Utilize the concepts of fitness to improve human performance during physical fitness/activity days.	<ul style="list-style-type: none"> • Students will identify and recognize various terms associated with nutrition and human performance (DOK 1) • Students will identify macronutrients and micronutrients. (DOK 4) • Students will create a nutritional program tracking food and calculating macronutrients by food source (DOK 4). • Students will analyze various food diets and make connections to human performance (DOK 4). • Students will learn about the differences between whole foods and processed foods and how each affect overall human performance and can promote or prevent disease. (DOK 4)
Unit Title:	Number of Weeks	Relevant Content Standards:	Learning Goals:	Learning Objectives/Topics and Skills (Identify the DOK Level)
Unit 5: Safety, Supplementation, First Aid	1-2 Weeks (1-2) Classroom	2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and	Learning Goal1: Students will be able to apply proper first aid and safety measure in an emergency situation	<ul style="list-style-type: none"> • Students will be able to perform basic no breath CPR (DOK 1/3) • Use and operate a DEFIB (DOK 4)

	sessions) (4-8) Labs	<p>emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress)</p> <p>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., CPR/AED, life skills training).</p>	<p>Learning Goal 2: Students will be able to make informed decisions about the benefits and risks associated with supplementation</p> <p>Learning Goal 3: Students will be able to make informed decisions about the risks and dangers associated with steroids</p>	<ul style="list-style-type: none"> • Recognize and react to a first aid emergency by calling for 911 help (DOK 1) • Recognize the need to and perform basic first aid procedures to promote good health (DOK 1) • Implement and explain the RICE technique (DOK 3)
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Unit: Expectations, Routines, Class Climate, Team Building, Technology Use (Unit 1)	Recommended Duration: {WEEKS} 2-3 Weeks (1-3 Classroom sessions) (9-12) Labs
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<p>Unit Learning Goal(s):</p> <p>Learning Goal 1: Understand, recognize, and perform the routine, procedures, and expectations associated with SHS</p> <p>Learning Goal 2: Understand and perform tasks associated with technology used in SHS classroom (Schoolology) & (Wodify)</p> <p>Learning Goal 3: Learn, Analyze, and Perform basic body weight movements in an organized and scientifically developed workout sequence to improve overall physical, mental, and emotional health and wellness.</p>

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • Are the participants taking part in the Sports and Health Science Curriculum able to meet the expectations of the curriculum in the classroom and fitness lab and perform the essential routines and procedures to safely improve human performance and cognitive performance? • Why is it important to establish routines and procedures in the classroom and fitness center? • How can the incorporation of fitness tracking software lead to growth in the areas of my physical fitness and health? • How can data support my goal setting and success as a physical learner? 	<ul style="list-style-type: none"> • Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations. • Inclusive schools and communities are accepting of all people and make them feel welcome and included and ensure that participants are safe/healthy. • Relationships are influenced by a wide variety of factors, individuals, and behaviors. • Data is collected is a way to quantitatively measure progress as well as motivate participants

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<ul style="list-style-type: none"> • 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health • 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. • 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships. • 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. 	<ul style="list-style-type: none"> • Students will be able to understand, comprehend, and establish routines to be used in the classroom setting and fitness lab setting (DOK 1) • Students will be able to create personal portfolios of fitness records in order to track their individual progress and analyze success and failures. (DOK 4). • Students will be able to utilize and maintain a technology profile using Google Classroom, Google Docs, and Wodify (DOK 2) • Students will learn techniques that lead to developing healthy and inclusive relationships with peers in the Sports and Health Science Classroom. (DOK 2)

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#). These must

be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
SHS Pre-Test Concepts Physical Fitness Testing	Fitness Card Set Up (Google Sheets) Wodify Tracking Software Set-up (Internet Based) Physical Movement Labs	Contract / Sign and Share with Parents (Performance Based) Routines/ Procedures Lab Evaluations #1 & #2

Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit*

- **CORE AREA CONNECTIONS**

Math: Analysis of various mathematical sources in relation to topics.

- Statistics
- Graphs and Charts
- Practices require the analysis and interpretation of data, the use of mathematical and computational thinking:

Science: NGSS Science Practices:

- Ask questions and defining problems
- Construct explanations and designing solutions
- Engage in argument from evidence

Equity Integration (Using James Banks' Levels of Multicultural Integration): https://education.vermont.gov/sites/aoe/files/documents/edu-physical-education-spotlight-on-equity-resources_2.pdf

Career Ready Practices: *Note applicable CRPs used within the unit*

CLKS.1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CLKS.3. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CLKS.7. Plan education and career paths aligned to personal goals.

CLKS.8. Use technology to enhance productivity.

CLKS.9. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Course Resources:

<https://us.humankinetics.com/collections/fitness-for-life>

<https://www.wodify.com/>

<https://www.nasca.com/>

<https://www.nasca.com/education/courses2/>
<https://www.nasca.com/store/product-detail/INV/9781718210868/9781718210868>
<https://www.nasca.com/store/product-detail/INV/9781492599708/9781492599708>
<https://oc.crossfit.com/course?id=19&language=en>
<https://www.teamusa.org/usa-weightlifting>

Unit: 1B-4B - Physical Movement / Fitness Labs	Recommended Duration: 18 Weeks
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Unit Learning Goal(s):
 All students will learn the concepts, methods, routines, and procedures associated with taking part in a physical fitness lab demonstrating understanding in the fitness components, biomechanics, energy and body systems, and nutrition and how they apply to physical human movement and performance.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What is the importance of physical movement in my daily life? • How does physically moving each days for an extended amount of time effect other areas of my life (school, athletics, personal growth)? • How can the use of fitness tool increase my bodies ability to perform daily functional tasks? • How does participating in a physical movement program affect my social/ emotional health, stress levels, and enhance my bodies performance? • What are the essential parts of an effective physical fitness program? • What is the significance and importance of tracking fitness performances in my physical health and overall wellness? • Can the use of Fitness software and data enhance my physical fitness level and lead to greater human performance in all areas of human wellness. 	<ul style="list-style-type: none"> • Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). • Feedback from others and self-assessment impacts performance of movement skills and concepts. • Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). • Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. • Community resources can provide participation in physical activity for self and family members.

Relevant Content Standards:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
<ul style="list-style-type: none"> • 2.2.8MSC.2 – Demonstrate control of motion in relationship between force, flow, time, and space in dynamic environments • 2.2.8MSC.4 – Analyze and correct movements and apply to refine movement skills. • 2.2.8.MSC.7 – Effectively manage emotions during physical activity in a 	<ul style="list-style-type: none"> • Students will be able understand and implement proper physical fitness methodologies and techniques in their daily lives using various fitness tools. (DOK 1-4)

<p>safe manner to self and others.</p> <ul style="list-style-type: none"> • 2.2.8.PF.2 – Recognize and involve all others of all ability levels into physical activity. • 2.2.8.PF.3 – Execute the primary principles of training (FITT) and technology for the purposes of modifying personal levels of fitness. • 2.2.8.PF.4 – Implement and assess the effectiveness of a fitness plan based on health data 	<ul style="list-style-type: none"> • Students will be able to analyze, develop, adjust, and record workouts and workout data to show improvement and growth over the period of a school year. (DOK 1-4)
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To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#). These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
Physical Fitness Testing	WODs - Workouts of the Day Daily Warm-up Movement Routines	Lab Evaluations

Interdisciplinary Connections: [Note applicable NJ standards from other content areas used within the unit](#)

- [CORE AREA CONNECTIONS](#)

Math: Analysis of various mathematical sources in relation to topics.

- Statistics
- Graphs and Charts
- Practices require the analysis and interpretation of data, the use of mathematical and computational thinking:

Science: NGSS Science Practices:

- Ask questions and defining problems
- Construct explanations and designing solutions
- Engage in argument from evidence

Equity Integration (Using James Banks’ Levels of Multicultural Integration): https://education.vermont.gov/sites/aoe/files/documents/edu-physical-education-spotlight-on-equity-resources_2.pdf

Career Ready Practices: [Note applicable CRPs used within the unit](#)

CLKS.1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CLKs.2. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CLKs.5. Utilize critical thinking to make sense of problems and persevere in solving them.
 CLKs.6. Model integrity, ethical leadership and effective management.
 CLKs.8. Use technology to enhance productivity.

CLKS.9. Work productively in teams while using cultural global competence.
Integration of Technology: <i>Note applicable NJ technology standards used within the unit.</i>
8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
Course Resources:
https://us.humankinetics.com/collections/fitness-for-life https://www.wodify.com/ https://www.nasca.com/ https://www.nasca.com/education/courses2/ https://www.nasca.com/store/product-detail/INV/9781718210868/9781718210868 https://www.nasca.com/store/product-detail/INV/9781492599708/9781492599708 https://oc.crossfit.com/course?id=19&language=en https://www.teamusa.org/usa-weightlifting http://library.crossfit.com/free/pdf/CFJ_English_Level1_TrainingGuide.pdf

Unit 2: Fitness Foundations - Principles, Concepts, & Methodologies	Duration: 3-5 Weeks (1-5 Classroom sessions) (15-20) Labs
Unit Learning Goal(s): All students will be introduced and show understanding of the concepts and methodologies associated with fitness, health, wellness, and the benefits of individual fitness programs on overall health and wellness.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What are the Five Fitness Components and how do they impact daily life and overall health and wellness? • What role do the fitness components play in the participation of fitness workouts and the designing of personal fitness programs? • What physical movements to improve overall fitness can be classified as strength, endurance, cardiovascular, and flexibility movements? • What is the FITT principle and how does it affect the effectiveness of a person’s fitness program? • What is the importance of proper biomechanical movement patterns in relationship to strength training and injury prevention? (Hip Hinge, Core Activation, Torque, Force, Mobility Techniques) 	<ul style="list-style-type: none"> • Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). • Feedback from others and self-assessment impacts performance of movement skills and concepts. • A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)). •

Relevant Content Standards:	Learning Objectives/Topics and Skills (<u>Identify the DOK Level</u>)
<ul style="list-style-type: none"> 2.2.8.PF.3 – Execute the primary principles of training (FITT) and technology for the purposes of modifying personal levels of fitness. Knowledge and experience in using pedometers, heart rate monitors, health tracking software, and analyzing data. 2.2.8.LF.1 – Develop and build and effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2 – Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout a lifetime. 2.2.8.LF.3 – Explore by leading self and others to experience and participate in different physical fitness activities. 2.2.8.LF.4 - Identify and recognize the factors that generate positive emotions from participating in movement and physical fitness activities. 	<ul style="list-style-type: none"> Students will be able to recognize, recall, and define the 5 fitness components. (DOK 1) Students will be able to identify the F.I.T.T principle and how it applies to physical workouts. (DOK 4) Students will be able to define and recognize the concepts of torque, hip hinge, force, motion, and various fitness terms in relation to physical warm-up, metabolic conditioning and strength workouts, and cardiovascular training. (DOK 4) Students will be able to apply concepts and physical movement experiences and design their own physical fitness workout program. (DOK 4) Students will recognize and evaluate various movement techniques and concepts to enhance body’s biomechanics and enhance overall safety (DOK 4)

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#). These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
Individual Reading and Definitions - Google Classroom Questions Posting Visual Movement Patterns Assessment (Physical Labs)	Physical Labs - AMRAPs, CHIPPERS, EMOMS Movement Connections to Fitness Components in Physical / Movement Setting	Lab Evaluation #1 https://forms.gle/CwxAZpxL2KyFjK6r8 Lab Evaluation #2 https://forms.gle/28ytbbFGNPAV6j1D6

Interdisciplinary Connections: [Note applicable NJ standards from other content areas used within the unit](#)
[CORE AREA CONNECTIONS](#)

Math: Analysis of various mathematical sources in relation to topics.

- Statistics
- Graphs and Charts
- Practices require the analysis and interpretation of data, the use of mathematical and computational thinking:

Science: NGSS Science Practices:

- Ask questions and defining problems

Interdisciplinary Connections: *Note applicable NJ standards from other content areas used within the unit*

CORE AREA CONNECTIONS

- Construct explanations and designing solutions
- Engage in argument from evidence

Equity Integration (Using James Banks' Levels of Multicultural Integration): https://education.vermont.gov/sites/aoe/files/documents/edu-physical-education-spotlight-on-equity-resources_2.pdf

Career Ready Practices: *Note applicable CRPs used within the unit*

CLKS.1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CLKS.2. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CLKS.4. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CLKS.5. Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS.8. Use technology to enhance productivity.

CLKS.9. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Course Resources:

<https://us.humankinetics.com/collections/fitness-for-life>

<https://www.wodify.com/>

<https://www.nasca.com/>

<https://www.nasca.com/education/courses2/>

<https://www.nasca.com/store/product-detail/INV/9781718210868/9781718210868>

<https://www.nasca.com/store/product-detail/INV/9781492599708/9781492599708>

<https://oc.crossfit.com/course?id=19&language=en>

<https://www.teamusa.org/usa-weightlifting>

http://library.crossfit.com/free/pdf/CFJ_English_Level1_TrainingGuide.pdf

Unit: 3 - The Body (Energy Systems, Body Planes, Cardiovascular System (THRZ) Skeletal & Muscular System)

Duration: 3-5 Weeks (1-5 Classroom sessions) (15-20) Labs

Learning Goal 1: Understand, recognize, and recall the various components that make up the human body and how anatomy and physiology relate directly to human performance and overall wellness.

Learning Goal 2: Understand the importance and significance of the various body types, energy systems, and body systems and how they interact and work with each other to support health, wellness, and fitness.

Learning Goal 3: Incorporate the concepts and foundations of fitness and perform physical workouts to support overall mental, physical, and emotional health and wellness.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What processes occur in the human body to allow growth and development? • What makes up the human body as a whole? (cells, tissue, organs, systems). • How do the 3 body energy systems affect human performance and increases in fitness levels? • What are the 3 body planes and how do they play a role in human movement? • What is the Skeletal System made up of and how does it support movement and human anatomy? • What is the Muscular System made up of and how does it interact with the Skeletal System? • What are the major muscles of the human body? (Upper, Lower, Core) • What are the major bones of the human body? (Axial & Appendicular) 	<ul style="list-style-type: none"> • The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies. • Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks. • All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (MS-LS1-1) • Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (MS-LS1-2) • In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (MS-LS1-3)

Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<ul style="list-style-type: none"> • 2.2.8MSC.2 – Demonstrate control of motion in relationship between force, flow, time, and space in dynamic environments • 2.2.8MSC.4 – Analyze and correct movements and apply to refine movement skills. • 2.2.8.MSC.7 – Effectively manage emotions during physical activity in a safe manner to self and others. • 2.2.12.PF.4: - Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (anabolic steroids, human growth hormones, stimulants) • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of energy systems effects on the mind and body, before, during, and after physical fitness activities. • MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of 	<ul style="list-style-type: none"> • Learning Goal 1: Understand, recognize, and recall the various components that make up the human body and how anatomy and physiology relate directly to human performance and overall wellness. (DOK 4) • Learning Goal 2: Understand the importance and significance of the various body types, energy systems, and body systems and how they interact and work with each other to support health, wellness, and fitness. (DOK 4) • Learning Goal 3: Incorporate the concepts and foundations of fitness and perform physical workouts to support overall mental, physical, and emotional health and wellness. (DOK 1-4)

cells. <ul style="list-style-type: none"> MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. 	
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To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#). These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
Individual Reading and Definitions - Schoology Questions Posting Interactive Scavenger Hunts	Lab Evaluations – Unit Quizzes	Lab Evaluations – Unit Tests

Interdisciplinary Connections: [Note applicable NJ standards from other content areas used within the unit](#)
[CORE AREA CONNECTIONS](#)

Math: Standards Connections

- Analysis of various mathematical sources in relation to topics.
- Statistics
- Graphs and Charts
- Practices require the analysis and interpretation of data, the use of mathematical and computational thinking:

Science: Standards Connections

- Ask questions and defining problems
- Construct explanations and designing solutions
- Engage in argument from evidence

MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
 MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
 Equity Integration (Using James Banks’ Levels of Multicultural Integration): https://education.vermont.gov/sites/aoe/files/documents/edu-physical-education-spotlight-on-equity-resources_2.pdf

Career Ready Practices: [Note applicable CRPs used within the unit](#)

CLKS.1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively and with reason.
 CLKs.3. Consider the environmental, social and economic impacts of decisions.
 CLKs.4. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CLKs.5. Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS.8. Use technology to enhance productivity.
 CLKS.9. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options.
 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Course Resources:

- <https://us.humankinetics.com/collections/fitness-for-life>
- <https://www.wodify.com/>
- <https://www.crossfit.com/essentials/anatomy-physiology>
- <https://www.visiblebody.com/learn/>
- <https://www.nasca.com/>
- <https://www.nasca.com/education/courses2/>
- <https://www.nasca.com/store/product-detail/INV/9781718210868/9781718210868>
- <https://www.nasca.com/store/product-detail/INV/9781492599708/9781492599708>
- <https://oc.crossfit.com/course?id=19&language=en>
- <https://www.teamusa.org/usa-weightlifting>

Unit: 4 – Nutrition and Human Performance	Duration: 3-5 Weeks (1-5 Classroom sessions) (15-20) Labs
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Learning Goal 1: Understand, recognize, make connections, and apply the concepts of nutrition and how it affects human performance,
Learning Goal 2: Understand the concepts of Macro and Micronutrients and apply the consumption of these nutrients to individual meal plans.
Learning Goal 3: Recognize and understand various types of diets and how those diets can be used to maintain and support a healthy and active lifestyle.
Learning Goal 4: Utilize the concepts of fitness to improve human performance during physical fitness/activity days.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How important of a role does a person diet play into one’s own health and well-being? • How is human performance effected by the food choices a person makes? • What are macros and why are they important to our health? • What is the importance of having a healthy diet lifestyle? • How can tracking the food one eats help lead to a healthy eating lifestyle? • What is Flexible Eating, USDA Diet, Paleo Diet, Vegetarian Diet, and how can they enhance my overall quality of life and how can they affect human performance? • What influences does big business and the government have on our 	<ul style="list-style-type: none"> • Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness. • Many factors can influence an individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness. • 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.

eating habits and promotion of food choices?	
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Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<ul style="list-style-type: none"> 2.2.8.N.1 – Analyze how culture, health status, age, and access to healthy foods can influence personal eating habits 2.2.8.N.2 – Identify skills and healthy behaviors that can support adolescents in losing, gaining or maintaining a healthy weight. 2.2.8.N.3 – Design sample nutrition plans for families, with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among plans. 2.2.8.N.4 – Assess personal nutritional health and consider opportunities to improve health and performance (Macros, Micros, sports drinks, supplements, balanced nutrition) 	<ul style="list-style-type: none"> Students will identify and recognize various terms associated with nutrition and human performance (DOK 1) Students will identify macronutrients and micronutrients. (DOK 4) Students will create a nutritional program tracking food and calculating macronutrients by food source (DOK 4). Students will analyze various food diets and make connections to human performance (DOK 4). 5. Students will learn about the differences between whole foods and processed foods and how each affect overall human performance and can promote or prevent disease. (DOK 4)

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#). These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.

Pre-Assessments (Diagnostic)	Secondary Assessments (Formative)	Primary Assessments (Summative)
Individual Reading and Definitions - Schoology Questions Posting Interactive Scavenger Hunts	Lab Evaluations – Unit Quizzes	Lab Evaluations – Unit Tests

Interdisciplinary Connections: [Note applicable NJ standards from other content areas used within the unit](#)
[CORE AREA CONNECTIONS](#)

<p>Math: Standards Connections</p> <ul style="list-style-type: none"> Analysis of various mathematical sources in relation to topics. Statistics Graphs and Charts Practices require the analysis and interpretation of data, the use of mathematical and computational thinking: <p>Science: Standards Connections</p> <ul style="list-style-type: none"> Ask questions and defining problems Construct explanations and designing solutions Engage in argument from evidence

Equity Integration (Using James Banks' Levels of Multicultural Integration): https://education.vermont.gov/sites/aoe/files/documents/edu-physical-education-spotlight-on-equity-resources_2.pdf

Career Ready Practices: *Note applicable CRPs used within the unit*

- CLKS.1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CLKS.2. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CLKS.3. Consider the environmental, social and economic impacts of decisions.
- CLKS.4. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CLKS.5. Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS.7. Plan education and career paths aligned to personal goals.
- CLKS.8. Use technology to enhance productivity.
- CLKS.9. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Course Resources:

- <https://us.humankinetics.com/collections/fitness-for-life>
- <https://www.crossfit.com/nutrition>
- <https://www.workingagainstgravity.com/>
- <https://www.precisionnutrition.com/>
- <https://www.wodify.com/>
- <https://www.nasca.com/>
- <https://www.nasca.com/education/courses2/>
- <https://www.nasca.com/store/product-detail/INV/9781718210868/9781718210868>
- <https://www.nasca.com/store/product-detail/INV/9781492599708/9781492599708>
- <https://oc.crossfit.com/course?id=19&language=en>
- <https://www.teamusa.org/usa-weightlifting>

Unit: 5 – First Aid and Safety

Duration: 1-2 Weeks (1-2 Classroom sessions) (8-10) Labs

Learning Goal 1: Students will be able to apply proper first aid and safety measure in an emergency situation

Learning Goal 2: Students will be able to make informed decisions about the benefits and risks associated with supplementation

Learning Goal 3: Students will be able to make informed decisions about the risks and dangers associated with steroids

Essential Questions:

Enduring Understandings:

<ul style="list-style-type: none"> • How can one assess and make proper decisions to implement when an emergency situation arises? • Where are AED's located around the school and what are the procedures for proper use? • What are the techniques and procedures used in implementing Hands-Only CPR in an emergency situation? • What are the uses and techniques involved in using a tourniquet on an injured human being? 	<ul style="list-style-type: none"> • Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations. • Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions. • Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
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Relevant Content Standards:	Learning Objectives/Topics and Skills (Identify the DOK Level)
<ul style="list-style-type: none"> • 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress) • 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., CPR/AED, life skills training). 	<ul style="list-style-type: none"> • Students will be able to perform basic no breath CPR (DOK 4) • Use and operate a DEFIB (DOK 4) • Recognize and react to a first aid emergency by calling for 911 help (DOK 1) • Recognize the need to and perform basic first aid procedures to promote good health (DOK 1) • Implement and explain the RICE technique (DOK 3)

To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when **delivering instruction and assessing students**, please refer to the District approved [Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet](#). These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.

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<p>Interdisciplinary Connections: Note applicable NJ standards from other content areas used within the unit.</p> <p>CORE AREA CONNECTIONS</p> <p>NGSS Science Practices:</p> <ul style="list-style-type: none"> • Ask questions and defining problems. • Construct explanations and designing solutions. • Engage in argument from evidence. <p>Equity Integration (Using James Banks' Levels of Multicultural Integration): https://education.vermont.gov/sites/aoe/files/documents/edu-physical-education-</p>

spotlight-on-equity-resources_2.pdf , <https://www.cms.gov/CCIIO/Resources/Fact-Sheets-and-FAQs/preventive-care-background>

Career Ready Practices: *Note applicable CRPs used within the unit*

- CLKS.1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CLKS.2. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CLKS.3. Consider the environmental, social and economic impacts of decisions.
- CLKS.4. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CLKS.5. Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS.8. Use technology to enhance productivity.
- CLKS.9. Work productively in teams while using cultural global competence.

Integration of Technology: *Note applicable NJ technology standards used within the unit.*

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Course Resources:

- <https://us.humankinetics.com/collections/fitness-for-life>
- <https://nhcps.com/lesson/bls-how-to-use-automated-external-defibrillator-aed/>
- <https://international.heart.org/hands-only-cpr/>
- <https://www.stopthebleed.org/training>