

**Course:** *Mind and Body Wellness*  
**Unit #3:** *Flexibility and Strength*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
    - 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
    - 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.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
  - **Career Readiness, Life Literacies, and Key Skills NJSLs**
    - 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
    - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
    - 9.4.2.CI.2: Demonstrate originality and inventiveness in work
    - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
    - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
    - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
    - 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
    - 9.4.2.CT.2: Identify possible approaches and resources to execute a plan

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- **Interdisciplinary Content Standards**
  - 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
  - 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
  - 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:354.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) [P.L.2021, c.410](#) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** *Students will be able to independently use their learning to enhance their flexibility, muscular strength and endurance.*

**As aligned with LRHSD Long Term Learning Goal(s):** *live healthy lifestyles through physical activity, analyze and evaluate health and safety situations and self-assess their personal decisions to improve wellness.*

Enduring Understandings

Students will understand that . . .

**EU 1**

- a combination of flexibility and proper physical activity are needed for optimal health.

Essential Questions

**EU 1**

- How does effective and appropriate movement affect wellness?

<p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● a good foundation of strength, balance, and flexibility will enhance the ability to learn movement skills required for other activities.</li> </ul>	<ul style="list-style-type: none"> <li>● How does flexibility and strength enhance health?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● How does physical activity develop one's strength, flexibility, balance and coordination?</li> <li>● How does strengthening your muscles help you achieve a better quality of life?</li> <li>● How can strength training impact muscular strength and endurance?</li> </ul>
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● the importance of flexibility. (2.2.12.MSC.2)</li> <li>● the importance of muscular strength. (2.2.12.MSC.2)</li> <li>● how flexibility and physical activity enhance health. (2.2.12.PF.1)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● how to apply safety concepts into lifetime fitness activities. (2.2.12.PF.5)</li> <li>● proper execution of strength, balance, and flexibility activities. (2.2.12.PF.5)</li> <li>● types of strengthening exercises that enhance their daily lives. (2.2.12.LF.3)</li> </ul>	<p><u>Skills</u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● perform a variety of stretches. (2.2.12.MSC.2)</li> <li>● perform activities to increase muscular strength (2.2.12.PF.5)</li> <li>● participate in various fitness classes and activities benefiting their health. (2.2.12.PF.1)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● model safe and appropriate concepts into life time fitness activities. (2.2.12.PF.5)</li> <li>● perform specific activities focusing on their strength, balance, and flexibility. (2.2.12.PF.5)</li> <li>● engage in muscular based exercise to improve their overall quality of life. (2.2.12.LF.3)</li> </ul>
<p><b>Stage Two - Assessment</b></p>	

## Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

**Suggested Learning Activities**-Including but not limited to:

- Advanced Yoga
  - Body Weight Strength Training
  - Weighted Exercises
  - Resistance Band Exercises
  - HIIT Training
  - TRX Training
  - Tabata Training
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- *Apply basic terminology and related skill. (A, EU 1, EU 2)*
  - *Teacher will introduce terminology specific to each activity/concept to the students. (A, EU 1)*
  - *Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power and endurance, cardiovascular endurance (A, EU 1, EU 2)*
  - *Identify and/or demonstrate proper warm up and safe exercise techniques. (A, M, EU 1)*
  - *Perform flexibility and muscular strengthening exercises with proper form taught by teacher (M, EU 1, EU 2)*
  - *Apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component. (M, T, EU 1, EU 2)*
  - *Create a fitness program specific to their own needs. (M, T, EU 1, EU 2)*
  - *Students work independently to develop their own skills and techniques in order to play a specific activity proper (T, EU2)*

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Yoga	30
2	Meditation & Relaxation	30
3	Flexibility & Muscular Strength	30

Pacing guide for each unit can vary from class to class depending on teacher and class experience level. Units are also able to be taught simultaneously when appropriate.

## Instructional Materials

*Yoga Mats*  
*Yoga Straps*  
*Yoga Blocks*  
*Bosu Ball*  
*Projector*  
*Projector Screen*  
*Speaker*  
*Weights*  
*TRX*  
*Resistance Bands*

## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.