

Course: *Personal Fitness*
Unit #1: *Flexibility*

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:**

- **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.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.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.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

- **Career Readiness, Life Literacies, and Key Skills NJSL**

- 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***
 - Standard 1.1 The Creative Process
 - Standard 1.3 Performing/Presenting/Producing
- <https://www.state.nj.us/education/cccs/2020/>
- ***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:35-4.36a](#)) 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)

Transfer Goal: *Students will be able to independently use their learning to participate in lifelong physical activities that improve their flexibility.*

As aligned with LRHSD Long Term Learning Goal: *Foster positive social influence as educated, contributing citizens, make responsible life decisions that contribute to their wellness, live healthy lifestyles through physical activity, analyze and evaluate health and safety situations, self-assess their personal decisions to improve wellness.*

Enduring Understandings

Students will understand that . . .

EU 1

- participation in yoga, dynamic stretches, static stretches, and activity specific warm up/cool down stretches leads to greater flexibility.

EU 2

Essential Questions

EU 1

- How does yoga affect flexibility?
- Why do specific warm up stretching routines differ between activities?
- What are the similarities between dynamic and static stretching?
- What are the differences between dynamic and static stretching?

<ul style="list-style-type: none"> ● the practice of yoga, dynamic stretches, static stretches, and activity specific warm up/cool down stretches develops a wider range of motion which in turn improves other components of fitness. <p>EU 3</p> <ul style="list-style-type: none"> ● F.I.T.T (frequency, intensity, time, and tempo) principal contributes to the overall development of their muscular strength muscular endurance, and overall exercise routine 	<p>EU 2</p> <ul style="list-style-type: none"> ● How does flexibility affect muscular strength? ● How does flexibility affect muscular endurance? ● How does flexibility affect cardiovascular endurance? <p>EU 3</p> <ul style="list-style-type: none"> ● How does the frequency of your workout routine affect muscular strength/endurance? ● How does the intensity of your workout routine affect muscular strength/endurance? ● How does the amount of time of your workout routine affect muscular strength/endurance? ● How does the tempo of your workout routine affect muscular strength/endurance?
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ● the various static stretches, dynamic stretches, and yoga poses introduced to them. (2.2.12.MSC.2) ● the sequences and flows of warming up before different types of activities. (2.2.12.PF.1) <p>EU 2</p> <ul style="list-style-type: none"> ● that yoga poses that increase flexibility, coordination, & strength. (2.2.12.PF.2) ● how to improve range of motion through dynamic and static stretching. (2.2.12.MSC.2) 	<p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ● various static stretches, dynamic stretches, and yoga (2.2.12.MSC.2) ● participate in dynamic and static stretches. (2.2.12.PF.1) ● Warm up sequences and flows for a variety of activities (2.2.12.PF.1) <p>EU 2</p> <ul style="list-style-type: none"> ● perform the various poses to increase flexibility, coordination and strength. (2.2.12.PF.2) ● participate in dynamic and static stretching. (2.2.12.MSC.3)

- the muscles strengthened throughout warm up stretch routines. (2.2.12.MSC.2:)

EU 3

- how to implement the best F.I.T.T. principles for their routine. (2.2.12.PF.1)

- participate in a variety of different warm up routines for different types of activities (2.2.12.MSC.3)

EU 3

- perform the routine following the most efficient F.I.T.T. principles (2.2.12.PF.1)

Stage Two - Assessment

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:

- Dynamic and Static Stretching
- Warm Up Routines
- Yoga
- Fitness Testing

The activities listed in all of the LRHSD approved Physical Education curricula can be interchanged due to safety of the activity/sport, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of that curriculum's specific big idea(s).

- ***Create sequences of various skills and poses learned into warm up routines. (T, M, EU1, EU2)***

- *Identify and/or demonstrate proper warm up and safe exercise techniques (A, M, EU1)*
- *Apply basic terminology and related skills. (A, EU1, EU2)*
- *Teacher will introduce terminology specific to each stretch/activity/pose. (A, EU 1, EU2)*
- *Use technology and multimedia presentations to maximize availability of different workouts (A, EU1, EU2)*
- *Identify specific physical & mental benefits of each introduced skill. (A, T, EU1, EU2)*
- *Perform stretches and routines properly taught by the teacher. (T, EU1, EU2)*
- *Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power and endurance, cardiovascular endurance. (A, EU 1, EU2, EU3)*
- *Write and complete individual workout programs to complete in class (A, EU1, EU2, EU3)*

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Flexibility*	20
2	Cardiovascular Fitness*	35
3	Muscular Strength and Endurance*	35

*Please note that these units can be both concurrently and one after the other to help facilitate space and equipment in the school building.

Instructional Materials

Yoga Mats
Yoga Straps
Yoga activity cards
Yoga Blocks
Bosu Ball
Projector
Projector Screen
Speaker
Antibacterial Wipes
Body Wipes

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.