

Course: *Personal Fitness*
Unit #3: *Muscular Strength and Endurance*

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: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 participate in lifelong physical activities that improve their muscular strength and muscular endurance.*

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

Essential Questions

Students will understand that . . .

EU 1

- participation in activities that focus on muscular strength improve an individual's overall fitness level.

EU 2

- participation in activities that focus on muscular endurance improve an individual's overall fitness level

EU 3

- frequency, intensity, time, and tempo of these activities play a role in the overall development of their muscular strength muscular endurance, and overall exercise routine

EU 4

- safely and correctly performing movement skills improves overall performance and increases the likelihood of participation in lifelong physical activity and living a healthy lifestyle.

EU 1

- How does one increase their overall muscular strength?
- What benefits does increased muscular strength provide?

EU 2

- How does one increase their overall muscular endurance?
- What benefits does increased muscular endurance provide?

EU 3

- 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?

EU 4

- What are the risks of exercising on your own?
- What are the risks of using faulty equipment?
- What are the risks of using unsanitized equipment?

Knowledge

Skills

Students will know . . .

EU 1

- the importance of muscular strength (2.2.12.MSC.2)
- the proper way to perform various muscular strength exercises introduced to them (2.2.12.PF.2)

EU 2

- the importance of muscular endurance (2.2.12.MSC.2)
- the proper way to perform various muscular endurance exercises introduced to them (2.2.12.PF.2)

EU 3

- what the F.I.T.T. principle is and how it applies to their workout routine (2.2.12.MSC.2)

EU 4

- health and safety measures needed to perform, spot, and participate in all exercises and activities (2.2.12.PF.2)

Students will be able to . . .

EU 1

- perform various weight training exercises (2.2.12.PF.2)
- participate in various muscular strength classes (2.2.12.PF.2)
- create their own muscular strength building workout routine (2.2.12.MSC.2)

EU 2

- perform various weight training exercises (2.2.12.PF.2)
- participate in various muscular endurance classes (2.2.12.PF.2)
- create their own muscular endurance building workout routine (2.2.12.MSC.2)

EU 3

- determine the optimal F.I.T.T. principles for their desired workout regimen (2.2.12.MSC.2)

EU 4

- perform various weight training exercises following all health and safety protocols. (2.2.12.PF.2)
- participate in various muscular strength/ endurance classes following all health and safety protocols. (2.2.12.PF.2)
- set up and clean up the workout area prior to and upon completion of workouts. (2.2.12.PF.2)

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:

- Weight Training
- CrossFit
- H.I.I.T.
- TRX
- Plyometrics
- Fitness Testing
- 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, EU1, 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 exercises and routines properly taught by the teacher. (T, EU1, EU2)
- Compete in a muscular strength competition. (A, EU1, EU3, EU4)
- Create a personal weight training daily workout log. (A, EU1)
- Create and perform a weight training circuit. (M, T, EU1, EU2, EU3)
- Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power and endurance, cardiovascular endurance. (A EU1, EU2, EU3, EU4)

- *Students will write and complete individual workout programs to complete in class (A, T, EU1, EU2)*

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

Projector
Speaker
Dumbbells ranging in weight
Barbells
Kettlebells
Squat Racks
Pull Up Bars
Bench Press
45lb plates
35lb plates
25lb plate
10lb plates
5lb plates
Variety of Tension Bands
TRX bands
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.