Marking Period	Unit Title	Recommended Instructional Days
1	Total Fitness and Wellness	45

9.1 Personal Financial Literacy
Disciplinary Concept:

Core Ideas and Performance Expectation:

NA

9.2 Career Awareness, Exploration, Preparation, & Training
Disciplinary Concept:
Career Awareness and Planning

Core Ideas and Performance Expectation:

Career Awareness and Planning
There are strategies to improve one's professional value and marketability.
9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.3 CTE
Disciplinary Concept:
Health Science
Diagnostic Services
Support Services
Theraputic Services

Core Ideas and Performance Expectation:

Health Science
9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

Diagnostic Services

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Question/s:
What is wellness and what are the eight components of it?
What are the wellness goals of the U.S. as established by the Healthy People 2020 initiative?
What are the health benefits of exercise?
How does lifestyle play a role in overall wellness?
What are the strategies to maintain motivation for an exercise routine?
What are the guiding principles of exercise training designed to improve physical fitness?
How much exercise is required to achieve health benefits?
What is the importance of VO2 max as a measure of cardiorespiratory endurance?
What are the benefits of developing cardiorespiratory fitness?
What are the general components of an exercise prescription designed to improve cardiorespiratory fitness?
What is the need for muscular endurance and strength over the lifespan?
How do you evaluate a person's muscular strength and endurance?
What are the principles for developing a strength and endurance training program?
What are the five factors that limit flexibility?
What are the benefits of improved flexibility?
What are the four stretching techniques and what are their purposes?
What is body composition and how does it relate to body weight?

9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.
9.3.HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.
9.3.HL-DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.
9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
9.3.HL-DIA.5 Select, demonstrate and interpret diagnostic procedures.

Support Services
9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.

Therapeutic Services
9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.
9.3.HL-THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

9.4 Life Literacy & Key Skills
Disciplinary Concept:
Creativity and Innovation
Critical Thinking and Problem Solving

Core Ideas and Performance Expectation:

Creativity and Innovation
With a growth mindset, failure is an important part of success.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Critical Thinking and Problem Solving

How do you assess body composition?
How do you evaluate body composition?

Activity Description:

Unit Title: Understanding and Applying Wellness & Fitness Principles

Unit Objectives:

- Define wellness and its eight components.
- Analyze Healthy People 2020 wellness goals.
- Identify health benefits of exercise and strategies to maintain motivation.
- Apply principles of exercise training to improve cardiorespiratory fitness, muscular endurance, strength, flexibility, and body composition.
- Evaluate fitness components through assessments and goal-setting activities.

Week 1-2: Introduction to Wellness & Fitness

Essential Questions:

- What is wellness, and what are its eight components?
- What are the U.S. wellness goals outlined in Healthy People 2020?
- What role does lifestyle play in overall wellness?

Activities:

- Day 1-2: Introduction to Wellness – Class discussion & group activity on the eight components of wellness (physical, emotional, social, intellectual, spiritual, environmental, financial, occupational).

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Social and Emotional Learning:

Competencies and Sub-Competencies

Self-Awareness
• Recognize one's feelings and thoughts
• Recognize the impact of one's feelings and thoughts on one's own behavior
• Recognize one's personal traits, strengths, and limitations
• Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
• Recognize the skills needed to establish and achieve personal and educational goals
• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness
• Recognize and identify the thoughts, feelings, and perspectives of others
• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
• Demonstrate an understanding of the need for mutual respect when viewpoints differ
• Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Responsible Decision-Making
• Develop, implement, and model effective problem-solving and critical thinking skills

- Day 3-4: Healthy People 2020 – Research project on U.S. wellness goals & personal wellness assessment.
- Day 5: Health Benefits of Exercise – Lecture & small group discussions.
- Day 6: Lifestyle Factors & Wellness – Journaling exercise tracking daily habits.
- Day 7-8: Motivation Strategies – Interactive activity: create vision boards for fitness goals.
- Day 9-10: Principles of Exercise Training – Introduce FITT (Frequency, Intensity, Time, Type) principle, progressive overload, and specificity through movement-based activities.

Week 3-4: Cardiorespiratory Fitness & Endurance

Essential Questions:

- What is VO2 max, and why is it important for cardiorespiratory endurance?
- What are the benefits of developing cardiorespiratory fitness?
- What are the components of an exercise prescription for improving fitness?

Activities:

- Day 11: Introduction to Cardiorespiratory Fitness – Lecture & video on the importance of VO2 max.
- Day 12-13: Measuring Cardiorespiratory Endurance – Conduct VO2 max tests using field methods (e.g., 1-mile run/walk test, step test).
- Day 14-15: Benefits of Cardiorespiratory Exercise – Group discussions, case studies.
- Day 16: HIIT vs. Steady-State Cardio – Compare training methods through interval workout & steady-state workout.
- Day 17: Creating an Exercise Prescription – Students design personalized cardio workout plans using the FITT principle.

• Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions **Relationship Skills** • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others	• Day 18-19: Tracking Progress – Use fitness trackers/apps to monitor heart rate & intensity levels. • Day 20: Reflection & Goal-Setting – Students evaluate their cardio performance and adjust their training goals. **Week 5-6: Muscular Strength & Endurance** **Essential Questions:** • Why are muscular endurance and strength important over a lifespan? • How can muscular strength and endurance be evaluated? • What principles guide strength & endurance training programs? **Activities:** • Day 21: Introduction to Strength & Endurance – Lecture & discussion on benefits of resistance training. • Day 22-23: Assessing Muscular Strength & Endurance – Conduct fitness tests (push-up test, plank hold, grip strength). • Day 24: Principles of Strength Training – Introduce SAID (Specific Adaptation to Imposed Demands) principle & progressive overload. • Day 25: Resistance Training Techniques – Hands-on workout session using bodyweight, resistance bands, dumbbells. • Day 26: Creating a Strength & Endurance Plan – Students develop a 4-week strength training program. • Day 27: Safety in Strength Training – Demonstration of proper lifting form, injury prevention. • Day 28-29: Application of Training Plans – Students complete their own strength workouts. • Day 30: Mid-Unit Fitness Checkpoint – Students assess progress, adjust their programs.

Week 7: Flexibility & Mobility

Essential Questions:

- What are the five factors that limit flexibility?
- What are the benefits of improved flexibility?
- What are the four stretching techniques, and what are their purposes?

Activities:

- Day 31: Introduction to Flexibility – Group discussion on factors affecting flexibility.
- Day 32: Assessing Flexibility – Conduct sit & reach test, shoulder mobility test.
- Day 33: Stretching Techniques – Demonstration of static, dynamic, ballistic, and PNF stretching.
- Day 34: Yoga & Mobility Session – Guided class focusing on mobility & flexibility exercises.
- Day 35: Personalized Flexibility Plan – Students create daily stretching routines based on their mobility needs.

Week 8-9: Body Composition & Fitness Assessments

Essential Questions:

- What is body composition, and how does it relate to body weight?
- How do you evaluate body composition?
- How do you design an exercise prescription based on body composition?

Activities:

	● Day 36: Understanding Body Composition – Lecture on body fat percentage, BMI, lean mass vs. fat mass. ● Day 37: Measuring Body Composition – Conduct skinfold measurements, bioelectrical impedance analysis (BIA). ● Day 38: Nutrition & Body Composition – Group discussions on diet, metabolism, energy balance. ● Day 39: Caloric Expenditure & Exercise – Activity-based learning on how different exercises burn calories. ● Day 40: Creating a Balanced Fitness Plan – Students design a holistic fitness & nutrition plan. ● Day 41-42: Final Fitness Assessments – Repeat cardiorespiratory, strength, flexibility, and body composition assessments to measure improvement. ● Day 43: Goal Reflection & Progress Discussion – Students compare results & adjust future fitness goals. ● Day 44: Wellness & Fitness in Everyday Life – Interactive discussion on maintaining habits beyond the classroom. ● Day 45: Final Review & Celebration – Students present personal fitness journeys, share experiences, and celebrate achievements. **Assessment Methods:** Pre- & Post-Assessments (Fitness tests, wellness inventories) Goal-Setting & Reflection Journals Group Discussions & Presentations Project-Based Learning (Personalized fitness & nutrition plans) Fitness Application & Tracking (Using apps/wearable devices) **Interdisciplinary Connections:** RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

	RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

	NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 2.1.12.PGD.1 The decisions one makes can influence an individual's growth and development in all dimensions of wellness. 2.1.12.EH.1 Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual. 2.1.12.CHSS.1 Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others. 2.1.12.CHSS.2 Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions. 2.2.12.PF.1 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. 2.2.12.LF.1 Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

	2.2.12.LF.2 Community resources can support a lifetime of wellness to self and family members. 2.3.12.HCDM.1 Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks. 2.3.12.HCDM.3 Public health policies are created to influence health promotion and disease prevention and can have global impact.

Career Ready Practices

Act as a responsible and contributing community members and employee.
Attend to financial well-being.
Demonstrate creativity and innovation.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity increase collaboration and communicate effectively.
Work productively in teams while using cultural/global competence

Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research	**Benchmarks:** Quiz Exam **Summative Assessments:** Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments

Self and Peer Evaluations	Reflective Paper Group Presentations
Technical Skill Assessments: ***License/Certification/CTE Assessment/ Industry Valued Credential / Stackable Credential***	**Name of Assessment(s):** **Type of Assessment(s):**

Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials*

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
Fitness Professional's Handbook (7th Edition) Total Fitness and Wellness (8th Edition) Powerpoint Presentations Textbook Web Resource http://www.humankinetics.com/fitnessprofessionalshandbook7e Tiered Content Materials: Textbooks at different reading levels (below, at, and above grade level) Simplified versions of texts with key concepts highlighted Advanced supplementary readings for accelerated learners Audio versions of texts for auditory	Tiered Content Materials: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled or topical readers at different reading levels Books on tape Highlighted text Collaborative Learning Tools: Opportunity to work alone, in pairs, or small groups Structured group roles for small group work Peer tutoring and mentoring	Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression.	Provide opportunities for open-ended, self-directed activities. Encourage the use of creativity Ask higher level questions Provide opportunities to develop depth and breadth of knowledge in the subject area

learners or struggling readers Multimedia Resources: Educational videos and documentaries Interactive online modules and simulations Podcasts and audio recordings Infographics and visual aids Hands-On Materials: Physical manipulatives and models Lab equipment and supplies for experiments Art supplies for creative projects	programs Individualized Options: Independent study options Compacting the curriculum for advanced learners Varied timelines or check-in points Choice of review activities ESL-Specific Resources: Bilingual dictionaries or glossaries Sentence frames and language scaffolds Visual supports for key vocabulary		

Supplemental Resources

Technology:

- Laptop
- Chromebook
- SmartBoard
- Internet Access
- Projector

Other:

-

Differentiated Student Access to Content:
Recommended *Strategies & Techniques*

Core Resources	**Alternate Core Resources *IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core**

Content Differentiation: Tiered content at different complexity levels Variety of textbooks at different reading levels Supplemental materials like videos, podcasts, and interactive modules Compacting curriculum for advanced learners Choice boards allowing students to select learning activities Varied resources/texts on the same topic Process Differentiation: Flexible grouping (whole group, small group, individual) Learning contracts tailored to student needs Interest centers focused on different aspects of a topic Varied instructional strategies (visual, auditory, kinesthetic) Scaffolded support like graphic organizers and writing frames Technology-enabled instruction (synchronous or asynchronous options) Product Differentiation:	Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled readers at different reading levels Bilingual materials for ESL students Visual aids, infographics, and multimedia resources Process Differentiation: Flexible grouping based on readiness levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of assistive technology (text-to-speech, speech-to-text tools) Product Differentiation:	Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners Leveled readers at different reading levels Bilingual materials and resources1 Visual aids, infographics, and multimedia resources Modified texts with rewording, reduced extraneous information, and added visuals Process Differentiation: Flexible grouping based on language proficiency levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of gestures and total physical response to support verbal instruction Incorporation of students' native language or culture when possible Product Differentiation:	Content Differentiation: Advanced, above-grade level textbooks and materials Supplementary resources on complex or specialized topics Interdisciplinary curriculum connecting multiple subject areas Primary source documents and advanced readings Access to college-level coursework or materials Process Differentiation: Accelerated pacing of instruction Independent study options on topics of interest Problem-based and project-based learning opportunities Socratic seminars and philosophical discussions Mentorship programs with experts in fields of interest Product Differentiation: Open-ended, creative project options Real-world application of learning through authentic tasks

Multiple options for demonstrating learning (reports, presentations, models, etc.) Varied assessment methods based on student learning preferences Adjusting product expectations based on student readiness Learning Environment Differentiation: Flexible seating arrangements Options for individual, paired, or group work Varied time allocations for task completion Use of technology to support different learning needs	Multiple options for demonstrating learning (oral presentations, projects, etc.) Adjusted expectations based on IEP/504 goals Alternative assessments aligned with student abilities Use of portfolios to showcase progress over time Learning Environment Differentiation: Flexible seating arrangements Quiet spaces for individual work Sensory tools or fidgets as needed Visual schedules and routines Specialized Supports Implementation of IEP accommodations and modifications ESL supports like sentence frames and vocabulary guides Interventions for at-risk students (e.g. reading interventions) Social-emotional learning supports Ongoing Assessment	Multiple options for demonstrating learning (oral presentations, projects, etc.) Adjusted expectations based on English proficiency levels Alternative assessments aligned with student abilities Use of portfolios to showcase progress over time Learning Environment Differentiation: Flexible seating arrangements Use of learning centers or stations focused on different aspects of a topic Visual schedules and routines Incorporation of culturally relevant materials and examples Specialized Supports: ESL supports like sentence frames and vocabulary guides Use of students' native language for clarification when needed Frequent opportunities for speaking and listening practice Integration of all four language skills (listening, speaking, reading, writing) Instructional Strategies:	Opportunities for original research and experimentation Multimedia presentations and publications Portfolio development to showcase depth of learning Learning Environment Differentiation: Flexible grouping with intellectual peers Access to advanced technology and lab equipment Field trips and off-campus learning experiences Online courses and virtual learning options Competitions and academic challenges Specialized Supports: Critical and creative thinking skill development Training in research methods and academic writing Guidance on social-emotional needs of gifted learners College and career planning tailored to advanced learners

	Frequent formative assessments to monitor progress Data-driven adjustments to instruction Progress monitoring aligned with IEP goals	Slowing down speech and using clear enunciation Rephrasing and clarifying instructions Using visuals to support verbal instruction Providing content in multiple formats (visual, auditory, kinesthetic) Connecting content to students' interests and cultural backgrounds Utilizing music, melodies, or songs to enhance learning Ongoing Assessment: Frequent formative assessments to monitor progress Data-driven adjustments to instruction Accommodated assessments (e.g., simplified language, added visuals)	Opportunities to explore passions and develop talents Instructional Strategies: Inquiry-based and discovery learning approaches Higher-order questioning techniques Abstract and complex problem-solving tasks Emphasis on depth and complexity of content Integration of multiple disciplines and perspectives Assessment Options: Pre-assessments to determine readiness levels Performance-based and authentic assessments Self-assessment and reflection opportunities Above-grade level standardized testing Credit by examination options

Work-Based Learning Experiences (WBL)- *Previously called Structured Learning Experience (SLE) ***Each course within a CTE program is now required to include at least one WBL each year.*** **Work-Based Learning: Sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually. WBL is aligned with national, state, and/or local standards. WBL develops and reinforces relevant technical, academic, and employability knowledge and skills.**		
WBL Integration/Activity:	**Duration:**	**Brief description of activities:**
O2 Max field tests 1 rep max test for muscular strength Push-up test, sit-up test for muscular endurance Stretching techniques lab Body Composition lab	Throughout the unit	Students will complete the 1.5 mile run test or 1 mile walk test/cycle ergometer test/step test to assess their VO2 Max scores. Students will complete a 1 repetition max test for muscular strength using the bench press and squat. Students will complete the push-up and sit-up test to measure muscular endurance. Students will learn and demonstrate dynamic, ballistic, static, and proprioceptive neuromuscular facilitation techniques. Students will learn to use the InBody scale, and skin-fold calipers technique to assess body composition.
WBL Partners:		
Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).		
CTSO:	**CTSO Advisor:**	

Content Area: Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS 9.2, 9.3, 9.4) Grades K - 12
Grade: 11/12

Dev. Date:

Freshman Level: Approximately 10 hours Career Awareness- brief exposure to a variety of work settings needs.	**Sophomore Level: Approximately 20 hours** Career Exploration- understand the nature of work through first-hand exposure to the workplace.	**Junior Level: Approximately 50 hours** Career Preparation - builds basic workplace competence	**Senior Level: Approximately 75 hours** Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work experience Students may or may not be paid.
Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips	Informational interviews Job shadowing Workplace tours/worksite visits Simulated Workplace Experience Mock Interviews	Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering	Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship

	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*	X	LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*		Erin's Law: *A-769/S-1130*

Marking Period	Unit Title	Recommended Instructional Days
2	Exercise for Special Populations	45

9.1 Personal Financial Literacy
Disciplinary Concept:

Core Ideas and Performance Expectation:

NA

9.2 Career Awareness, Exploration, Preparation, & Training
Disciplinary Concept:
Career Awareness and Planning

Core Ideas and Performance Expectation:

Career Awareness and Planning
There are strategies to improve one's professional value and marketability.
9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.3 CTE
Disciplinary Concept:
Diagnostic Services
Support Services
Theraputic Services

Core Ideas and Performance Expectation:

Diagnostic Services
9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.
9.3.HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.
9.3.HL-DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Question/s:
What are the differences in the physiological response to exercise for children compared to adults?
What is health-related physical fitness testing for children and youth?
What are the health-related benefits of physical activity for children and adolescents?
What are the special precautions for exercise participation and testing for children and youth?
What are the public health physical activity guidelines for children and youth?
What are the differences in the public health physical activity guidelines for children and youth compared to children and youth with disabilities?
What are the physical activity guidelines for children from birth to age 5?
What are the characteristics of structured exercise programs consistent with achieving cardiorespiratory fitness, strength, body composition, and bone health goals in children and youth?
What are the social and psychological benefits derived from participation in physical activity?
What changes are expected to take place in the number of people older than 65 in the first six decades of the 21st century?
What are the factors that affect the delivery of fitness-related programs for older adults?
What are the typical changes in VO2 max, strength, body composition, and flexibility that occur with age and the effect of exercise training on each?

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
9.3.HL-DIA.5 Select, demonstrate and interpret diagnostic procedures.

Support Services
9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.

Therapeutic Services
9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.
9.3.HL-THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

9.4 Life Literacy & Key Skills
Disciplinary Concept:
Creativity and Innovation
Critical Thinking and Problem Solving

Core Ideas and Performance Expectation:

Creativity and Innovation
With a growth mindset, failure is an important part of success.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

What modifications to exercise tests should be made to accommodate typical limitations seen in older adults?
What functional tests are used to evaluate the components of fitness?
Why is it necessary to address individual differences in older adults regarding exercise prescription?
What are current physical activity guidelines for cardiorespiratory fitness, muscular fitness, bone health, and flexibility for older adults?
What are the risks and benefits of exercise during pregnancy?
What are some ways to alter exercise to make it more comfortable and safe for pregnant women?
What is osteoporosis and its risk factors?
What exercises can be used to promote bone health?
What is the female athlete triad?
How can a fitness professional assist someone exhibiting signs of the female athlete triad?

Activity Description:

Physiological Responses to Exercise Across Different Populations

Week 1: Introduction to Exercise Physiology & Fitness Testing

- **Day 1:** Overview of physiological responses to exercise (Children vs. Adults)
  - Discussion: How do children's bodies respond differently to exercise compared to adults?
  - Activity: Compare heart rate responses in different age groups during mild-to-moderate exercise.
- **Day 2:** Health-related physical fitness testing for children & youth
  - Practical: Conduct age-appropriate fitness assessments (e.g., PACER test, flexibility tests).
- **Day 3:** Health-related benefits of physical activity for children and adolescents
  - Case studies: Examine studies on obesity prevention and cognitive benefits of exercise.

Critical Thinking and Problem Solving
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Social and Emotional Learning:

Competencies and Sub-Competencies

Self-Awareness
• Recognize one's feelings and thoughts
• Recognize the impact of one's feelings and thoughts on one's own behavior
• Recognize one's personal traits, strengths, and limitations
• Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
• Recognize the skills needed to establish and achieve personal and educational goals
• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness
• Recognize and identify the thoughts, feelings, and perspectives of others
• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
• Demonstrate an understanding of the need for mutual respect when viewpoints differ
• Demonstrate an awareness of the expectations for social interactions in a variety of settings.

- **Day 4:** Special precautions for exercise participation/testing in youth
    - Lab Activity: Design a warm-up and cool-down routine specific to children's needs.
- **Day 5:** Public health physical activity guidelines for children and youth
    - Group Work: Compare guidelines for general youth vs. those with disabilities.

Week 2: Physical Activity Guidelines & Structured Exercise for Youth

- **Day 6:** Guidelines for children from birth to age 5
    - Activity: Create movement-based games for toddlers/preschoolers.
- **Day 7:** Structured exercise programs for youth (cardiorespiratory fitness, strength, bone health)
    - Exercise Circuits: Bodyweight exercises that support healthy development.
- **Day 8:** Social and psychological benefits of physical activity in youth
    - Role-Playing: Different scenarios where exercise impacts mental well-being.
- **Day 9:** Youth fitness program design
    - Project: Design an inclusive youth fitness program.
    - Erin's Law Intergration
        - Discuss safe exercise environments for children & youth
        - Recognizing and reporting inappropriate behaviors in sports settings
- **Day 10:** Field Experience – Visit a pediatric exercise facility/sports program.

Week 3: Aging & Physiological Changes with Exercise

- **Day 11:** Demographic changes in the older adult population
    - Research project: Analyze population growth trends in older adults.

Responsible Decision-Making • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions **Relationship Skills** • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others	● **Day 12:** Factors affecting fitness program delivery for older adults ○ Discussion: Barriers to exercise for seniors & solutions. ● **Day 13:** Physiological changes with age (VO2 max, strength, body composition, flexibility) ○ Practical: Measure and analyze grip strength & balance in different age groups. ● **Day 14:** Modifications for exercise testing in older adults ○ Case Study: Adjusting standard fitness tests for seniors with limitations. ● **Day 15:** Functional fitness tests for older adults ○ Practical Lab: Conduct Senior Fitness Test (e.g., chair stand, arm curl). **Week 4: Exercise Prescription for Older Adults** ● **Day 16:** Individual differences in older adults & importance in exercise prescription ○ Small Group Activity: Create tailored exercise programs based on case scenarios. ● **Day 17:** Cardiorespiratory, muscular fitness, and flexibility guidelines for older adults ○ Workout Session: Low-impact cardio, strength, and flexibility session for seniors. ● **Day 18:** Risks & benefits of exercise during pregnancy ○ Discussion: Common myths and misconceptions about pregnancy and exercise. ● **Day 19:** Modifying exercises for pregnancy safety & comfort ○ Practical: Adjust traditional exercises for pregnancy considerations. ● **Day 20:** Field Experience – Observe fitness programs designed for older adults or prenatal groups. **Week 5: Bone Health & Female Athlete Considerations** ● **Day 21:** Osteoporosis and risk factors ○ Case Study: Review real-world cases of osteoporosis in athletes vs. sedentary individuals.

	● **Day 22:** Exercises that promote bone health ○ Resistance Training Lab: Learn weight-bearing exercises for bone health. ● **Day 23:** The Female Athlete Triad – What is it? ○ Discussion: Energy availability, menstrual function, and bone health. ● **Day 24:** How fitness professionals can support individuals with the female athlete triad ○ Role-playing: Conversations with clients about symptoms and solutions. ● **Day 25:** Project Work – Develop a public awareness campaign about bone health. **Week 6: Special Populations & Real-World Applications** ● **Day 26:** Exercise adaptations for different chronic conditions (arthritis, diabetes, etc.) ○ Guest Speaker: Physical therapist or exercise specialist. ● **Day 27:** Functional movement & injury prevention strategies ○ Lab Activity: Mobility and corrective exercises for all ages. ● **Day 28:** Building an inclusive fitness environment ○ Debate: Should public gyms/schools do more to include people with disabilities? ○ Contributions of Black Americans in sports medicine & fitness ○ Discussion on biases in health & fitness research ● **Day 29:** Exercise myths vs. facts (Pregnancy, aging, youth training) ○ Interactive Quiz: Debunking fitness myths. ● **Day 30:** Reflection & Application – What have we learned? ○ Journal Activity: How will students apply this knowledge in their careers? **Week 7: Final Projects & Practical Assessments** ● **Day 31:** Team Project – Create a fitness program for a specific population

	○ Teams will choose one population (youth, seniors, pregnant women, disabled) and design a safe, effective program. ● **Day 32:** Peer Review – Evaluate & provide feedback on each team's program ○ Rubric-based feedback session. ● **Day 33:** Practical Assessments – Implementing fitness programs ○ Students will lead short exercise sessions based on their designed programs. ● **Day 34:** Final Review – Key concepts & practical applications ○ Group Trivia Game: Reinforce key learnings. ● **Day 35:** Written Exam – Assessment on theory and practical applications. **Week 8: Field Experience & Community Outreach** ● **Day 36-40:** Fieldwork – Implement fitness programs in community settings ○ Students will work with local youth programs, senior centers, or disability-inclusive programs to apply their knowledge. ● **Day 41:** Presentation of Field Experience – Share observations & key takeaways. ● **Day 42:** Final Reflection Paper – Personal takeaways from the unit. ● **Day 43:** Panel Discussion – Invite industry professionals to discuss careers in exercise science. ● **Day 44:** Course Wrap-Up – Address any remaining questions & future learning pathways. ● **Day 45:** Certificates of Completion --- **Assessment Methods:** Practical Evaluations (Fitness Testing, Exercise Design) Written Exams & Quizzes Journals & Reflection Papers

	Group Projects & Peer Evaluations Field Experience Reports Students will learn about the different Social Determinants of Health, such as economic stability, education access and community. Social Determinants of Health are factors that impact the health of a community that is often beyond the control of their own personal choices. Students discuss how Social Determinants of Health influence health and health inequity for BIPOC (Black, Indigenous and People of Color) and people that are members of the LGTBQ+ community, who are often the most impacted by these factors. They also discuss how individual and institutional discrimination can impact health behaviors and access to healthcare. **Interdisciplinary Connections:** RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

	RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Content Area: Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS 9.2, 9.3, 9.4) Grades K - 12
Grade: 11/12

Dev. Date:

Career Ready Practices:	
Act as a responsible and contributing community members and employee. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.	
Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations	**Benchmarks:** Quiz Exam Students will be able to safely use/operate tools and equipment With little to no instruction. Students will be able to verbally explain a process when asked. Students will be periodically add to their portfolios **Summative Assessments:** Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations Completed project Lab Projects/Technique Group Research Projects and Presentations Classwork and Participation State testing

Technical Skill Assessments: ***License/Certification/CTE Assessment/ Industry Valued Credential / Stackable Credential***	**Name of Assessment(s):** **Type of Assessment(s):**

Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials*

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
Fitness Professional's Handbook (7th Edition) Tiered Content Materials: Textbooks at different reading levels (below, at, and above grade level) Simplified versions of texts with key concepts highlighted Advanced supplementary readings for accelerated learners Audio versions of texts for auditory learners or struggling readers Multimedia Resources: Educational videos and documentaries Interactive online modules and simulations	Tiered Content Materials: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled or topical readers at different reading levels Books on tape Highlighted text Collaborative Learning Tools: Opportunity to work alone, in pairs, or small groups Structured group roles for small group work Peer tutoring and mentoring programs	Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression.	Provide opportunities for open-ended, self-directed activities. Encourage the use of creativity Ask higher level questions Provide opportunities to develop depth and breadth of knowledge in the subject area

Podcasts and audio recordings Infographics and visual aids Hands-On Materials: Physical manipulatives and models Lab equipment and supplies for experiments Art supplies for creative projects Building materials for engineering challenges	Individualized Options: Independent study options Compacting the curriculum for advanced learners Varied timelines or check-in points Choice of review activities ESL-Specific Resources: Bilingual dictionaries or glossaries Sentence frames and language scaffolds Visual supports for key vocabulary		

Supplemental Resources

Technology:

- Laptop
- Chromebook
- SmartBoard
- Internet Access
- Projector

Other:

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core**
Content Differentiation:	Content Differentiation:	Content Differentiation:	Content Differentiation:

Tiered content at different complexity levels Variety of textbooks at different reading levels Supplemental materials like videos, podcasts, and interactive modules Compacting curriculum for advanced learners Choice boards allowing students to select learning activities Varied resources/texts on the same topic Process Differentiation: Flexible grouping (whole group, small group, individual) Learning contracts tailored to student needs Interest centers focused on different aspects of a topic Varied instructional strategies (visual, auditory, kinesthetic) Scaffolded support like graphic organizers and writing frames Technology-enabled instruction (synchronous or asynchronous options) Product Differentiation: Multiple options for demonstrating learning (reports, presentations, models, etc.)	Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled readers at different reading levels Bilingual materials for ESL students Visual aids, infographics, and multimedia resources Process Differentiation: Flexible grouping based on readiness levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of assistive technology (text-to-speech, speech-to-text tools) Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.) Adjusted expectations based on IEP/504 goals	Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners Leveled readers at different reading levels Bilingual materials and resources1 Visual aids, infographics, and multimedia resources Modified texts with rewording, reduced extraneous information, and added visuals Process Differentiation: Flexible grouping based on language proficiency levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of gestures and total physical response to support verbal instruction Incorporation of students' native language or culture when possible Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.)	Advanced, above-grade level textbooks and materials Supplementary resources on complex or specialized topics Interdisciplinary curriculum connecting multiple subject areas Primary source documents and advanced readings Access to college-level coursework or materials Process Differentiation: Accelerated pacing of instruction Independent study options on topics of interest Problem-based and project-based learning opportunities Socratic seminars and philosophical discussions Mentorship programs with experts in fields of interest Product Differentiation: Open-ended, creative project options Real-world application of learning through authentic tasks Opportunities for original research and experimentation

Varied assessment methods based on student learning preferences Adjusting product expectations based on student readiness Learning Environment Differentiation: Flexible seating arrangements Options for individual, paired, or group work Varied time allocations for task completion Use of technology to support different learning needs	Alternative assessments aligned with student abilities Use of portfolios to showcase progress over time Learning Environment Differentiation: Flexible seating arrangements Quiet spaces for individual work Sensory tools or fidgets as needed Visual schedules and routines Specialized Supports Implementation of IEP accommodations and modifications ESL supports like sentence frames and vocabulary guides Interventions for at-risk students (e.g. reading interventions) Social-emotional learning supports Ongoing Assessment Frequent formative assessments to monitor progress Data-driven adjustments to instruction Progress monitoring aligned with IEP goals	Adjusted expectations based on English proficiency levels Alternative assessments aligned with student abilities Use of portfolios to showcase progress over time Learning Environment Differentiation: Flexible seating arrangements Use of learning centers or stations focused on different aspects of a topic Visual schedules and routines Incorporation of culturally relevant materials and examples Specialized Supports: ESL supports like sentence frames and vocabulary guides Use of students' native language for clarification when needed Frequent opportunities for speaking and listening practice Integration of all four language skills (listening, speaking, reading, writing) Instructional Strategies: Slowing down speech and using clear enunciation Rephrasing and clarifying instructions	Multimedia presentations and publications Portfolio development to showcase depth of learning Learning Environment Differentiation: Flexible grouping with intellectual peers Access to advanced technology and lab equipment Field trips and off-campus learning experiences Online courses and virtual learning options Competitions and academic challenges Specialized Supports: Critical and creative thinking skill development Training in research methods and academic writing Guidance on social-emotional needs of gifted learners College and career planning tailored to advanced learners Opportunities to explore passions and develop talents

		Using visuals to support verbal instruction Providing content in multiple formats (visual, auditory, kinesthetic) Connecting content to students' interests and cultural backgrounds Utilizing music, melodies, or songs to enhance learning Ongoing Assessment: Frequent formative assessments to monitor progress Data-driven adjustments to instruction Accommodated assessments (e.g., simplified language, added visuals)	Instructional Strategies: Inquiry-based and discovery learning approaches Higher-order questioning techniques Abstract and complex problem-solving tasks Emphasis on depth and complexity of content Integration of multiple disciplines and perspectives Assessment Options: Pre-assessments to determine readiness levels Performance-based and authentic assessments Self-assessment and reflection opportunities Above-grade level standardized testing Credit by examination options

Work-Based Learning Experiences (WBL)- *Previously called Structured Learning Experience (SLE)

Each course within a CTE program is now required to include at least one WBL each year.

Work-Based Learning: Sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually.

Content Area: Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS 9.2, 9.3, 9.4) Grades K - 12
Grade: 11/12

Dev. Date:

WBL is aligned with national, state, and/or local standards. WBL develops and reinforces relevant technical, academic, and employability knowledge and skills.		
WBL Integration/Activity:	**Duration:**	**Brief description of activities:**
Design a structured exercise program for children and youth. Design a structured exercise program for older adults. Design a structured exercise program for women who are pregnant. Modify the program to make it comfortable and safe.	Throughout the unit	Students will design different fitness routines based on the knowledge they gained during the unit. Students will also attend local gyms to observe personal trainers working with similar populations
WBL Partners:		
Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).		
CTSO:	**CTSO Advisor:**	

Freshman Level: Approximately 10 hours	**Sophomore Level: Approximately 20 hours**	**Junior Level: Approximately 50 hours**	**Senior Level: Approximately 75 hours**
Career Awareness- brief exposure to a variety of work settings needs.	Career Exploration- understand the nature of work through first-hand exposure to	Career Preparation - builds basic workplace competence	Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work

	the workplace.		experience Students may or may not be paid.
Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips	Informational interviews Job shadowing Workplace tours/worksite visits Simulated Workplace Experience Mock Interviews	Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering	Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship

X	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*	X	Erin's Law: *A-769/S-1130*

Marking Period	Unit Title	Recommended Instructional Days
3	Exercise to Fight Disease	45

9.1 Personal Financial Literacy
Disciplinary Concept:

Core Ideas and Performance Expectation:

NA

9.2 Career Awareness, Exploration, Preparation, & Training
Disciplinary Concept:
Career Awareness and Planning

Core Ideas and Performance Expectation:

Career Awareness and Planning
There are strategies to improve one's professional value and marketability.
9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs

9.3 CTE
Disciplinary Concept:
Diagnostics Services
Support Services
Theraputic Services

Core Ideas and Performance Expectation:

Diagnostic Services
9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.
9.3.HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress.
9.3.HL-DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Question/s:
What is the atherosclerotic process and the resulting outcome if blood flow becomes obstructed in the arteries of the heart, brain, or periphery?

What is the magnitude of cardiovascular disease as a health problem in the US and what are the various subcategories of CVD?

What are the various patient populations found in cardiac rehabilitation programs?

What are the physiological and mental health benefits of exercise for individuals with CVD?

What is meant by secondary prevention of coronary heart disease?

What tests can help diagnose the presence or absence of CHD, including those that use exercise and nonexercise challenges to stress the heart?

How do you prescribe aerobic exercise (frequency, intensity, and duration) in cardiac rehabilitation programs?

What are the special considerations in prescribing exercise intensity for individuals who are taking beta-blocker medications?

9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
9.3.HL-DIA.5 Select, demonstrate and interpret diagnostic procedures.

Support Services
9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.

Therapeutic Services
9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.
9.3.HL-THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

9.4 Life Literacy & Key Skills
Disciplinary Concept:
Creativity and Innovation
Critical Thinking and Problem Solving

Core Ideas and Performance Expectation:

Creativity and Innovation
With a growth mindset, failure is an important part of success.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Critical Thinking and Problem Solving
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

What are the common categories of prescription medications used to treat CVD, some examples of each category, and the probable effect of these medications on exercise performance?

What is obesity and what are its health risks?

What role does exercise play in preventing and treating obesity?

What are the modifications to standard testing procedures necessary for clients who are obese?

What does an exercise prescription look like for someone who is obese?

What is diabetes mellitus and what are the characteristics of type 1 and type 2 diabetes?

What role does exercise play in the prevention and treatment of type 2 diabetes?

What special considerations are there for exercise testing clients with diabetes?

What special considerations are there for exercise prescription for clients with diabetes?

What are the differences between chronic obstructive lung diseases and restrictive lung diseases?

What are the underlying physiological problems associated with asthma, emphysema, bronchitis, and cystic fibrosis?

What are the physiological and mental health benefits of exercise for individuals with pulmonary disease?

How can pulmonary function testing be used to diagnose chronic obstructive lung diseases versus restrictive lung diseases?

How are signs and symptoms of pulmonary disease monitored during a graded exercise test?

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Social and Emotional Learning:

Competencies and Sub-Competencies

Self-Awareness
• Recognize one's feelings and thoughts
• Recognize the impact of one's feelings and thoughts on one's own behavior
• Recognize one's personal traits, strengths, and limitations
• Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
• Recognize the skills needed to establish and achieve personal and educational goals
• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness
• Recognize and identify the thoughts, feelings, and perspectives of others
• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
• Demonstrate an understanding of the need for mutual respect when viewpoints differ
• Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Responsible Decision-Making
• Develop, implement, and model effective problem-solving and critical thinking skills

How do you prescribe aerobic exercise (frequency, intensity, and duration) in pulmonary rehabilitation programs?

What are the benefits of upper body training in pulmonary rehabilitation?

How do you use supplemental oxygen therapy and pursed-lip breathing for individuals with COPD?

What are the common categories of medications used to treat pulmonary disease as well as examples of each category, and the probable effect of these medications on exercise performance?

Activity Description:

Here's a **45-day activity unit** incorporating **Standards in Action: Climate Change** while addressing cardiovascular disease (CVD), obesity, diabetes, and pulmonary diseases. This unit integrates classroom discussions, lab activities, case studies, and practical application.

Unit Theme: Exercise as a Preventative and Therapeutic Tool

Integration: Climate Change & Environmental Impacts on Health

---

Week 1: Understanding Cardiovascular Disease (CVD)

- Day 1: Introduction to the Cardiovascular System & Atherosclerotic Process
    - Lecture & discussion on atherosclerosis, arterial blockages, and health outcomes
    - Climate Connection: Air pollution's role in increasing heart disease risk
- Day 2: The Magnitude of CVD in the U.S.
    - Research project: Students analyze CVD statistics

• Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions **Relationship Skills** • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others	○ Group discussion on subcategories of CVD (heart attack, stroke, PAD) ● Day 3: Patient Populations in Cardiac Rehab ○ Case study: Who needs cardiac rehab? (post-heart attack, post-surgery, etc.) ○ Role-play: Patient consultation & rehab program design ● Day 4: Exercise Benefits for CVD Patients ○ Lab: How does exercise improve heart health? (heart rate variability, BP) ○ Climate Connection: Heat stress & extreme weather's impact on CVD ● Day 5: Secondary Prevention of Coronary Heart Disease ○ Discussion: Lifestyle vs. medical interventions ○ Activity: Debate on diet & exercise vs. medication reliance **Week 2: Exercise Testing & Prescription for CVD** ● Day 6: Diagnosing CHD – Exercise vs. Nonexercise Tests ○ Lab: Blood pressure & ECG basics ○ Discussion: Stress tests & imaging techniques ● Day 7: Aerobic Exercise in Cardiac Rehab ○ Lab: Creating an exercise prescription ○ Activity: Students develop a mock rehab plan for a post-MI patient ● Day 8: Beta-Blockers & Exercise Prescription ○ Lecture: Effects of beta-blockers on heart rate & performance ○ Lab: Measuring exercise intensity with RPE vs. heart rate

- Day 9: CVD Medications & Exercise Impact
    - Case Study: Compare & contrast statins, anticoagulants, beta-blockers
    - Group discussion on side effects & contraindications
- Day 10: Climate Change & CVD – Air Quality & Exercise Safety
    - Project: Students analyze climate data and air pollution maps to determine safe exercise conditions for CVD patients

---

Week 3: Obesity & Exercise

- Day 11: Defining Obesity & Health Risks
    - Activity: BMI vs. Body Composition (pros & cons of each measurement tool)
    - Climate Connection: Food availability & obesity trends
- Day 12: Exercise as Obesity Prevention & Treatment
    - Lab: Measuring resting metabolic rate (RMR) & caloric needs
- Day 13: Modifications for Obese Clients in Fitness Testing
    - Activity: Role-play fitness assessments for an obese client
- Day 14: Exercise Prescription for Obese Clients
    - Project: Design a low-impact but effective fitness plan
- Day 15: Environmental Factors & Obesity – Walkability, Green Spaces & Climate
    - Discussion: How urban design & climate impact obesity rates

---

Week 4-5: Diabetes & Exercise

- Day 16: Understanding Diabetes (Type 1 vs. Type 2)
    - Activity: Simulated blood glucose testing
- Day 17: Exercise in Diabetes Prevention & Management
    - Case Study: Compare two diabetic patients with different lifestyles
- Day 18: Exercise Testing in Diabetic Patients
    - Lab: Checking blood sugar pre/post-exercise in a simulated setting
- Day 19: Exercise Prescription for Diabetes
    - Project: Create a fitness plan for a Type 2 diabetic client
- Day 20: Climate Change & Diabetes – Heat Stress, Hydration, and Insulin Sensitivity
    - Research: How rising temperatures affect diabetes management

---

Week 6-7: Pulmonary Diseases & Exercise

- Day 21: COPD vs. Restrictive Lung Diseases
    - Lecture & Discussion: Differences, causes, and symptoms
- Day 22: Asthma, Emphysema, Bronchitis & Cystic Fibrosis
    - Case Study: Comparing pulmonary conditions
- Day 23: Exercise Benefits for Pulmonary Disease Patients
    - Lab: Measuring oxygen saturation pre/post mild exercise

- Day 24: Pulmonary Function Testing & Disease Diagnosis
    - Activity: Interpreting spirometry results
- Day 25: Climate Connection – Air Pollution, Wildfires, & Pulmonary Health
    - Project: Research how climate change is increasing COPD/asthma rates

---

Week 8-9: Exercise Prescription for Pulmonary & Cardiac Rehab

- Day 26: Monitoring Symptoms During Exercise
    - Lab: Graded exercise testing & recognizing red flags
- Day 27: Aerobic Training in Pulmonary Rehab
    - Activity: Students design a low-impact pulmonary rehab program
- Day 28: Benefits of Upper Body Training for Pulmonary Patients
    - Lab: Resistance exercises for respiratory muscle strength
- Day 29: Oxygen Therapy & Breathing Techniques
    - Demonstration: Using pursed-lip breathing & oxygen support
- Day 30: Pulmonary Medications & Exercise Effects
    - Case Study: Compare effects of bronchodilators vs. corticosteroids

---

Week 10: Final Application & Projects

	● Day 31-32: Student-Led Case Studies ○ Groups present real-world patient profiles & treatment plans ● Day 33-34: Practical Skills Assessments ○ Lab Tests: BP, HR, Exercise Prescription Plans, Case Studies ● Day 35: Ethical & Psychological Considerations in Chronic Disease Exercise Programs ○ Discussion: Mental health considerations for CVD, obesity, diabetes, pulmonary diseases ● Day 36: The Future of Exercise Science in Chronic Disease Prevention ○ Guest speaker: Healthcare professional discussing trends in exercise therapy ● Day 37-39: Capstone Project Workdays ○ Students finalize research projects on chronic disease & exercise ● Day 40: Capstone Presentations ○ Students present findings on exercise's role in treating chronic diseases ● Day 41: Exam Review & Climate Change Implications Recap ● Day 42: Final Written Exam ● Day 43-44: Hands-on Skills Test (Exercise Testing, Prescription, & Client Consultation) ● Day 45: Reflection & Future Careers in Exercise Science & Public Health

Standards in Action: Climate Change Integration

- Discussion Topics:
  - How rising temperatures affect cardiovascular & respiratory conditions
  - Environmental factors contributing to obesity & diabetes rates
  - Urban planning, food deserts, and public health risks
  - Air quality concerns for outdoor exercise safety

Interdisciplinary Connections:
RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

	RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Career Ready Practices	

Act as a responsible and contributing community members and employee.
Consider the environmental, social and economic impacts of decisions.
Demonstrate creativity and innovation.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership and effective management.
Use technology to enhance productivity increase collaboration and communicate effectively.
Work productively in teams while using cultural/global competence.

Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations Completion of safety assignments Examine handouts in notebook for completeness and accuracy of information Project critique and evaluation at completion Observe proper care and use of equipment, and materials	**Benchmarks:** Quiz Exam **Summative Assessments:** Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations Maintain Anecdotal Records/Notetaking Completed project Practice Examination Performance Tasks Observations Cumulative work over an extended period such as a creative portfolio. End-of-unit tests.

Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials*

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**

Fitness Professional's Handbook (7th Edition) Tiered Content Materials: Textbooks at different reading levels (below, at, and above grade level) Simplified versions of texts with key concepts highlighted Advanced supplementary readings for accelerated learners Audio versions of texts for auditory learners or struggling readers Multimedia Resources: Educational videos and documentaries Interactive online modules and simulations Podcasts and audio recordings Infographics and visual aids Hands-On Materials: Physical manipulatives and models Lab equipment and supplies for experiments Supplies for creative projects Building materials for engineering challenges	Tiered Content Materials: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled or topical readers at different reading levels Books on tape Highlighted text Collaborative Learning Tools: Opportunity to work alone, in pairs, or small groups Structured group roles for small group work Peer tutoring and mentoring programs Individualized Options: Independent study options Compacting the curriculum for advanced learners Varied timelines or check-in points Choice of review activities ESL-Specific Resources: Bilingual dictionaries or glossaries	Keep material concept-focused and principle-driven. Allow the use of digital translation or grouping students together. Provide multiple means of action and expression.	Provide opportunities for open-ended, self-directed activities. Encourage the use of creativity Ask higher level questions Provide opportunities to develop depth and breadth of knowledge in the subject area

	Sentence frames and language scaffolds Visual supports for key vocabulary		

Supplemental Resources

Technology:

- Laptop
- Chromebook
- SmartBoard
- Internet Access
- Projector

Other:

-

Differentiated Student Access to Content:
Recommended *Strategies & Techniques*

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core**
Lectures Step-by-step methods Objective based learning, demonstrations Clinic/student salon activity managemen Content Differentiation: Tiered content at different complexity levels Variety of textbooks at different reading levels Supplemental materials like videos, podcasts, and interactive modules	Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled readers at different reading levels Bilingual materials for ESL students	Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners Leveled readers at different reading levels Bilingual materials and resources1 Visual aids, infographics, and multimedia resources	Content Differentiation: Advanced, above-grade level textbooks and materials Supplementary resources on complex or specialized topics Interdisciplinary curriculum connecting multiple subject areas Primary source documents and advanced readings Access to college-level coursework or materials

Compacting curriculum for advanced learners Choice boards allowing students to select learning activities Varied resources/texts on the same topic Process Differentiation: Flexible grouping (whole group, small group, individual) Learning contracts tailored to student needs Interest centers focused on different aspects of a topic Varied instructional strategies (visual, auditory, kinesthetic) Scaffolded support like graphic organizers and writing frames Technology-enabled instruction (synchronous or asynchronous options) Product Differentiation: Multiple options for demonstrating learning (reports, presentations, models, etc.) Varied assessment methods based on student learning preferences Adjusting product expectations based on student readiness Learning Environment Differentiation:	Visual aids, infographics, and multimedia resources Process Differentiation: Flexible grouping based on readiness levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of assistive technology (text-to-speech, speech-to-text tools) Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.) Adjusted expectations based on IEP/504 goals Alternative assessments aligned with student abilities Use of portfolios to showcase progress over time Learning Environment Differentiation: Flexible seating arrangements Quiet spaces for individual work	Modified texts with rewording, reduced extraneous information, and added visuals Process Differentiation: Flexible grouping based on language proficiency levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of gestures and total physical response to support verbal instruction Incorporation of students' native language or culture when possible Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.) Adjusted expectations based on English proficiency levels Alternative assessments aligned with student abilities Use of portfolios to showcase progress over time Learning Environment Differentiation: Flexible seating arrangements	Process Differentiation: Accelerated pacing of instruction Independent study options on topics of interest Problem-based and project-based learning opportunities Socratic seminars and philosophical discussions Mentorship programs with experts in fields of interest Product Differentiation: Open-ended, creative project options Real-world application of learning through authentic tasks Opportunities for original research and experimentation Multimedia presentations and publications Portfolio development to showcase depth of learning Learning Environment Differentiation: Flexible grouping with intellectual peers Access to advanced technology and lab equipment

Flexible seating arrangements Options for individual, paired, or group work Varied time allocations for task completion Use of technology to support different learning needs	Sensory tools or fidgets as needed Visual schedules and routines Specialized Supports Implementation of IEP accommodations and modifications ESL supports like sentence frames and vocabulary guides Interventions for at-risk students (e.g. reading interventions) Social-emotional learning supports Ongoing Assessment Frequent formative assessments to monitor progress Data-driven adjustments to instruction Progress monitoring aligned with IEP goals	Use of learning centers or stations focused on different aspects of a topic Visual schedules and routines Incorporation of culturally relevant materials and examples Specialized Supports: ESL supports like sentence frames and vocabulary guides Use of students' native language for clarification when needed Frequent opportunities for speaking and listening practice Integration of all four language skills (listening, speaking, reading, writing) Instructional Strategies: Slowing down speech and using clear enunciation Rephrasing and clarifying instructions Using visuals to support verbal instruction Providing content in multiple formats (visual, auditory, kinesthetic) Connecting content to students' interests and cultural backgrounds Utilizing music, melodies, or songs to enhance learning Ongoing Assessment:	Field trips and off-campus learning experiences Online courses and virtual learning options Competitions and academic challenges Specialized Supports: Critical and creative thinking skill development Training in research methods and academic writing Guidance on social-emotional needs of gifted learners College and career planning tailored to advanced learners Opportunities to explore passions and develop talents Instructional Strategies: Inquiry-based and discovery learning approaches Higher-order questioning techniques Abstract and complex problem-solving tasks Emphasis on depth and complexity of content Integration of multiple disciplines and perspectives

		Frequent formative assessments to monitor progress Data-driven adjustments to instruction Accommodated assessments (e.g., simplified language, added visuals)	Assessment Options: Pre-assessments to determine readiness levels Performance-based and authentic assessments Self-assessment and reflection opportunities Above-grade level standardized testing Credit by examination options

Recognized post secondary credits/dual enrollment	**Specify One:** **Currently offered for this course** **Not currently offered, but possible** **None available**	**Post Secondary Institution**	**Type of Credit Available** Articulated Credit Dual Credit
Postsecondary Course Name		**Number of Credits**	

Work-Based Learning Experiences (WBL)- *Previously called Structured Learning Experience (SLE)

Each course within a CTE program is now required to include at least one WBL each year.

Work-Based Learning: Sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually.

Content Area: Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS 9.2, 9.3, 9.4) Grades K - 12
Grade: 11/12

Dev. Date:

WBL is aligned with national, state, and/or local standards. WBL develops and reinforces relevant technical, academic, and employability knowledge and skills.		
WBL Integration/Activity:	**Duration:**	**Brief description of activities:**
Research and Presentation on exercise and disease	Throughout the unit	Students will design different fitness routines based on the knowledge they gained during the unit. Students will also attend local gyms to observe personal trainers working with similar populations to help them with their research and presentation
WBL Partners:		
Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).		
CTSO:	**CTSO Advisor:**	

Freshman Level: Approximately 10 hours Career Awareness- brief exposure to a variety of work settings needs.	**Sophomore Level: Approximately 20 hours** Career Exploration- understand the nature of work through first-hand exposure to	**Junior Level: Approximately 50 hours** Career Preparation - builds basic workplace competence	**Senior Level: Approximately 75 hours** Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work

	the workplace.		experience Students may or may not be paid.
Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips	Informational interviews Job shadowing Workplace tours/worksite visits Simulated Workplace Experience Mock Interviews	Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering	Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship

	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*	X	LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*	X	Erin's Law: *A-769/S-1130*

Marking Period	Unit Title	Recommended Instructional Days
4	Comprehensive Exercise Program Considerations	45

9.1 Personal Financial Literacy
Disciplinary Concept:

Core Ideas and Performance Expectation:

NA

9.2 Career Awareness, Exploration, Preparation, & Training
Disciplinary Concept:
Career Awareness and Planning

Core Ideas and Performance Expectation:

Career Awareness and Planning
There are strategies to improve one's professional value and marketability.
9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.3 CTE
Disciplinary Concept:
Health Science
Diagnostic Services
Support Services
Theraputic Services

Core Ideas and Performance Expectation:

Health Science
9.3.HL.4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

Diagnostic Services

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Question/s:
What are theories involved in healthy behavior change?
What role does motivation play in exercise adoption and adherence?
What are behavioral strategies for enhancing motivation?
What are the six strategies that fitness professionals can use to monitor and support behavior change?
How do you prevent relapse to exercise behavior?
What are effective communication skills useful in motivating and fostering healthy behavior change?
What are the effects of weight bias on the quality and effectiveness of individual interventions?
What is the basic anatomy of the heart?
What is the basic electrophysiology of the heart?
What is an electrocardiogram (ECG) and what are the standard settings for paper speed and amplitude?
What are the basic ECG complexes and how do you calculate HR from ECG rhythm strips?
What are the types of atrioventricular conduction defects and their probable effect on a subject's exercise response?
What are the normal and abnormal cardiac rhythms, and what is the probable effect of the abnormal rhythms on exercise performance?
What are the electrocardiographic signs and biochemical markers of a heart attack?

9.3.HL-DIA.1 Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner. 9.3.HL-DIA.2 Assess and report patient's/client's health status in order to monitor and document patient progress. 9.3.HL-DIA.3 Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self. 9.3.HL-DIA.4 Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns. 9.3.HL-DIA.5 Select, demonstrate and interpret diagnostic procedures. **Support Services** 9.3.HL-SUP.2 Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms. **Therapeutic Services** 9.3.HL-THR.1 Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals. 9.3.HL-THR.2 Communicate patient/client information among healthcare team members to facilitate a team approach to patient care. 9.3.HL-THR.3 Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice. 9.3.HL-THR.4 Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.	How do you design and implement an Emergency Action Plan? What are the signs and symptoms of different soft tissue injuries (sprains, strains, contusions, tendinitis, tendinosis, dislocations, and subluxations) and how do you provide acute care for injuries? What is delayed-onset muscle soreness (DOMS) and exertional rhabdomyolysis, and how do you prevent, identify signs and symptoms of, and provide care for them? What are the signs, symptoms, and initial proper treatment for bone injuries, wounds, and associated bleeding? What are the prevention strategies to deter the occurrence and spread of community-associated methicillin-resistant Staphylococcus aureus? What are the causes, prevention, and treatment of heat-related disorders and emergencies, and what are the guidelines for fluid replacement before and after exercise? What are the causes, prevention, and treatment of cold-related disorders and emergencies, including superficial and deep frostbite and hypothermia? How do you use the 30/30 rule when lightning poses a threat during outdoor activities? How do you identify and manage diabetic reactions, seizures, and respiratory disorders that occur during exercise participation? How do you identify complications associated with conditioning and the environment related to sickle cell trait and exertional sickling, including prevention, recognition of signs and symptoms, and care during an emergent situation? What are the signs and symptoms of a concussion, and when should you remove a participant from activity? What are the appropriate actions and techniques needed in emergency situations, including treating shock, monitoring vital signs, performing cardiorespiratory resuscitation, and using an automated external defibrillator for adults? Why should fitness professionals develop knowledge and skills in the area of legal liability and risk management? What injuries can occur due to inherent risks, negligence, and product defects? What are some basic understandings of the law and legal system one should know? What is the fault basis of tort liability?
9.4 Life Literacy & Key Skills **Disciplinary Concept:** **Creativity and Innovation:** **Critical Thinking and Problem Solving**	
Core Ideas and Performance Expectation: **Creativity and Innovation** *With a growth mindset, failure is an important part of success.* 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	

Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Critical Thinking and Problem Solving
Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Social and Emotional Learning:

Competencies and Sub-Competencies

What is ordinary negligence and gross negligence?
What are the four elements of negligence that a plaintiff must prove?
What is the primary assumption of risk and waiver defenses?
What are the four elements of a valid contract?
How do courts determine duty in negligence cases?
What is risk management and what are the four steps in the risk management process?
What are the risk management strategies to help minimize legal liability in the areas of personnel, preactivity screening, fitness testing and prescription, instruction and supervision, equipment and facilities, and EAPs?
What are some of the legal issues that can arise in negligence cases?

Activity Description:

Week 1: Introduction to Healthy Behavior Change & Motivation

Day 1: Course Overview & Introduction to Behavior Change in Health & Fitness

- Define health behavior change
- Discuss theories of behavior change (Transtheoretical Model, Self-Determination Theory)
- Essential Question: *What are theories involved in healthy behavior change?*

Day 2: Motivation & Exercise Adherence

- Identify intrinsic vs. extrinsic motivation
- Discuss behavioral strategies for motivation
- Essential Question: *What role does motivation play in exercise adoption and adherence?*

Day 3: Strategies for Supporting Behavior Change

- Explore six strategies for monitoring and supporting behavior change
- Discuss communication skills to foster healthy behavior change

Self-Awareness
• Recognize one's feelings and thoughts
• Recognize the impact of one's feelings and thoughts on one's own behavior
• Recognize one's personal traits, strengths, and limitations
• Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
• Recognize the skills needed to establish and achieve personal and educational goals
• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness
• Recognize and identify the thoughts, feelings, and perspectives of others
• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
• Demonstrate an understanding of the need for mutual respect when viewpoints differ
• Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Responsible Decision-Making
• Develop, implement, and model effective problem-solving and critical thinking skills
• Identify the consequences associated with one's actions in order to make constructive choices
• Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills
• Establish and maintain healthy relationships
• Utilize positive communication and social skills to interact effectively with others

- Essential Question: *How do you prevent relapse in exercise behavior?*

Day 4: Weight Bias & Ethical Responsibilities in Fitness

- Discuss effects of weight bias in fitness settings
- Introduce Holocaust Law (N.J.S.A. 18A:35-28) and its connection to discrimination and ethical responsibilities in health & fitness
- Essential Question: *What are the effects of weight bias on the quality and effectiveness of interventions?*

Day 5: Ethical Decision-Making in Health & Fitness

- Analyze case studies on discrimination, ethical dilemmas, and legal responsibilities
- Essential Question: *Why must fitness professionals develop knowledge and skills in legal liability and risk management?*

Week 2-3: Cardiac Health & ECG Interpretation

Day 6: Anatomy & Electrophysiology of the Heart

- Label heart structures & functions
- Discuss the electrical conduction system of the heart
- Essential Question: *What is the basic anatomy and electrophysiology of the heart?*

Day 7: Understanding Electrocardiograms (ECG)

- Learn ECG paper speed, amplitude, and basic complexes
- Calculate heart rate from ECG strips
- Essential Question: *What is an ECG and how do you calculate HR from ECG rhythm strips?*

	Day 8: Normal vs. Abnormal Heart Rhythms ● Identify types of arrhythmias and their impact on exercise ● Essential Question: *What are the normal and abnormal cardiac rhythms, and their effects on exercise performance?* **Day 9:** Heart Attacks & Emergency Response ● Recognize ECG signs & biochemical markers of a heart attack ● Discuss emergency protocols ● Essential Question: *What are the signs of a heart attack?* **Day 10:** Cardiac Case Study & Practical Application ● Analyze ECG readings from case studies ● Simulate emergency response in a fitness setting --- **Week 4-5: Emergency Action Plans & Injury Prevention** **Day 11:** Designing an Emergency Action Plan (EAP) ● Steps for implementing an EAP in fitness settings ● Essential Question: *How do you design and implement an EAP?* **Day 12:** Soft Tissue Injuries & Treatment ● Discuss sprains, strains, contusions, tendinitis, dislocations ● Essential Question: *What are the signs and treatments of soft tissue injuries?* **Day 13:** Bone Injuries & Wound Management ● Identify fractures, open/closed wounds, bleeding control

- Essential Question: *What are proper treatments for bone injuries and bleeding?*

Day 14: Delayed-Onset Muscle Soreness (DOMS) & Rhabdomyolysis

- Symptoms, prevention, and treatment
- Essential Question: *How do you prevent and treat DOMS and exertional rhabdomyolysis?*

Day 15: Staph & Community-Associated MRSA Prevention

- Recognizing and preventing infections in fitness facilities
- Essential Question: *What are the strategies to deter the spread of MRSA?*

Week 6: Environmental & Medical Emergencies in Exercise

Day 16: Heat-Related Disorders & Hydration

- Discuss heat cramps, exhaustion, stroke, and fluid replacement guidelines
- Essential Question: *What are the causes and treatments of heat-related emergencies?*

Day 17: Cold-Related Disorders & Prevention

- Discuss frostbite, hypothermia, and emergency care
- Essential Question: *What are the causes and treatments of cold-related emergencies?*

Day 18: Weather-Related Emergencies & Lightning Safety

- Learn and apply the 30/30 rule for outdoor activities

- Essential Question: *How do you use the 30/30 rule to avoid lightning threats?*

Day 19: Diabetes, Seizures & Respiratory Disorders in Exercise

- Learn to recognize and respond to diabetic reactions, seizures, and asthma attacks
- Essential Question: *How do you identify and manage diabetic and respiratory emergencies?*

Day 20: Sickle Cell Trait & Exertional Sickling

- Understand risks, symptoms, and emergency response
- Essential Question: *How do you prevent and manage exertional sickling?*

Week 7-8: Legal & Risk Management in Fitness

Day 21: Introduction to Legal Issues in Fitness

- Define liability, negligence, and risk management
- Essential Question: *What is ordinary and gross negligence?*

Day 22: Elements of Negligence & Legal Defenses

- Discuss primary assumption of risk, waivers, and duty of care
- Essential Question: *What are the four elements of negligence?*

Day 23: Contracts & Legal Responsibilities in Fitness

- Learn the elements of a valid contract
- Essential Question: *What are the four elements of a valid contract?*

Day 24: Risk Management Strategies

- Review risk management in personnel, screening, instruction, and facilities
- Essential Question: *How do you minimize legal liability in fitness settings?*

Day 25: Legal Case Study Analysis

- Apply knowledge by analyzing real-world fitness lawsuits

Week 9: Final Assessments & Practical Application

Day 26-30: Student-Led Emergency Response Drills & Final Projects

- Design and execute simulated EAPs
- Present case studies on injury management, legal issues, or cardiac emergencies
- Final assessment: Written & practical exam

Final Outcome:

By the end of this 45-day unit, students will:
Understand behavior change strategies for a healthy lifestyle
Interpret ECG readings & recognize cardiac emergencies
Design an Emergency Action Plan
Demonstrate knowledge of injury prevention and treatment
Apply risk management principles in fitness settings
Understand legal responsibilities in the industry

Interdisciplinary Connections:

	RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Career Ready Practices	
Act as a responsible and contributing community members and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them.	

Model integrity, ethical leadership and effective management.
Use technology to enhance productivity increase collaboration and communicate effectively.
Work productively in teams while using cultural/global competence

Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: Teacher Observation Do Now Homework Class Participation Portfolio Discussions Quiz Journal writing Group Assessment Group Interaction/Discussion/Computer Research Self and Peer Evaluations Examine handouts in notebook for completeness and accuracy of information Project critique and evaluation at completion	**Benchmarks:** Quiz Exam **Summative Assessments:** Pre-Test Oral Presentations Projects Rubric Teacher observation Written Assessments Reflective Paper Group Presentations Completed project
Technical Skill Assessments: License/Certification/CTE Assessment/ Industry Valued Credential/ Stackable Credential	**Name of Assessment(s):** **Type of Assessment(s):**

Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials*

Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
Tiered Content Materials: Textbooks at different reading levels (below, at, and above grade	Tiered Content Materials: Simplified versions of texts with key	Keep material concept-focused and principle-driven.	Provide opportunities for open-ended, self-directed activities.

level) Simplified versions of texts with key concepts highlighted Advanced supplementary readings for accelerated learners Audio versions of texts for auditory learners or struggling readers Multimedia Resources: Educational videos and documentaries Interactive online modules and simulations Podcasts and audio recordings Infographics and visual aids Hands-On Materials: Physical manipulatives and models Lab equipment and supplies for experiments Art supplies for creative projects Building materials for engineering challenges	concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled or topical readers at different reading levels Books on tape Highlighted text Collaborative Learning Tools: Opportunity to work alone, in pairs, or small groups Structured group roles for small group work Peer tutoring and mentoring programs Individualized Options: Independent study options Compacting the curriculum for advanced learners Varied timelines or check-in points Choice of review activities ESL-Specific Resources: Bilingual dictionaries or glossaries Sentence frames and language scaffolds Visual supports for key vocabulary	Allow the use of digital translation or grouping students together. Provide multiple means of action and expression.	Encourage the use of creativity Ask higher level questions Provide opportunities to develop depth and breadth of knowledge in the subject area

Supplemental Resources			
Technology: ● Laptop ● Chromebook ● SmartBoard ● Internet Access ● Projector **Other:** ●			
Differentiated Student Access to Content: **Recommended *Strategies & Techniques***			
Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core**
Content Differentiation: Tiered content at different complexity levels Variety of textbooks at different reading levels Supplemental materials like videos, podcasts, and interactive modules Compacting curriculum for advanced learners Choice boards allowing students to select learning activities Varied resources/texts on the same topic Process Differentiation:	Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners or struggling readers Leveled readers at different reading levels Bilingual materials for ESL students Visual aids, infographics, and multimedia resources Process Differentiation:	Content Differentiation: Simplified versions of texts with key concepts highlighted Audio versions of texts for auditory learners Leveled readers at different reading levels Bilingual materials and resources1 Visual aids, infographics, and multimedia resources Modified texts with rewording, reduced extraneous information, and added visuals	Content Differentiation: Advanced, above-grade level textbooks and materials Supplementary resources on complex or specialized topics Interdisciplinary curriculum connecting multiple subject areas Primary source documents and advanced readings Access to college-level coursework or materials Process Differentiation: Accelerated pacing of instruction

Flexible grouping (whole group, small group, individual) Learning contracts tailored to student needs Interest centers focused on different aspects of a topic Varied instructional strategies (visual, auditory, kinesthetic) Scaffolded support like graphic organizers and writing frames Technology-enabled instruction (synchronous or asynchronous options) Product Differentiation: Multiple options for demonstrating learning (reports, presentations, models, etc.) Varied assessment methods based on student learning preferences Adjusting product expectations based on student readiness Learning Environment Differentiation: Flexible seating arrangements Options for individual, paired, or group work Varied time allocations for task completion Use of technology to support different learning needs	Flexible grouping based on readiness levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of assistive technology (text-to-speech, speech-to-text tools) Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.) Adjusted expectations based on IEP/504 goals Alternative assessments aligned with student abilities Use of portfolios to showcase progress over time Learning Environment Differentiation: Flexible seating arrangements Quiet spaces for individual work Sensory tools or fidgets as needed Visual schedules and routines	Process Differentiation: Flexible grouping based on language proficiency levels Scaffolded support like graphic organizers and writing frames Extended time for task completion One-on-one or small group instruction Use of gestures and total physical response to support verbal instruction Incorporation of students' native language or culture when possible Product Differentiation: Multiple options for demonstrating learning (oral presentations, projects, etc.) Adjusted expectations based on English proficiency levels Alternative assessments aligned with student abilities Use of portfolios to showcase progress over time Learning Environment Differentiation: Flexible seating arrangements Use of learning centers or stations focused on different aspects of a topic Visual schedules and routines	Independent study options on topics of interest Problem-based and project-based learning opportunities Socratic seminars and philosophical discussions Mentorship programs with experts in fields of interest Product Differentiation: Open-ended, creative project options Real-world application of learning through authentic tasks Opportunities for original research and experimentation Multimedia presentations and publications Portfolio development to showcase depth of learning Learning Environment Differentiation: Flexible grouping with intellectual peers Access to advanced technology and lab equipment Field trips and off-campus learning experiences

	Specialized Supports Implementation of IEP accommodations and modifications ESL supports like sentence frames and vocabulary guides Interventions for at-risk students (e.g. reading interventions) Social-emotional learning supports Ongoing Assessment Frequent formative assessments to monitor progress Data-driven adjustments to instruction Progress monitoring aligned with IEP goals	Incorporation of culturally relevant materials and examples Specialized Supports: ESL supports like sentence frames and vocabulary guides Use of students' native language for clarification when needed Frequent opportunities for speaking and listening practice Integration of all four language skills (listening, speaking, reading, writing) Instructional Strategies: Slowing down speech and using clear enunciation Rephrasing and clarifying instructions Using visuals to support verbal instruction Providing content in multiple formats (visual, auditory, kinesthetic) Connecting content to students' interests and cultural backgrounds Utilizing music, melodies, or songs to enhance learning Ongoing Assessment: Frequent formative assessments to monitor progress	Online courses and virtual learning options Competitions and academic challenges Specialized Supports: Critical and creative thinking skill development Training in research methods and academic writing Guidance on social-emotional needs of gifted learners College and career planning tailored to advanced learners Opportunities to explore passions and develop talents Instructional Strategies: Inquiry-based and discovery learning approaches Higher-order questioning techniques Abstract and complex problem-solving tasks Emphasis on depth and complexity of content Integration of multiple disciplines and perspectives Assessment Options:

		Data-driven adjustments to instruction Accommodated assessments (e.g., simplified language, added visuals)	Pre-assessments to determine readiness levels Performance-based and authentic assessments Self-assessment and reflection opportunities Above-grade level standardized testing Credit by examination options

Work-Based Learning Experiences (WBL)- *Previously called Structured Learning Experience (SLE) ***Each course within a CTE program is now required to include at least one WBL each year.*** **Work-Based Learning: Sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions, and/or virtually. WBL is aligned with national, state, and/or local standards. WBL develops and reinforces relevant technical, academic, and employability knowledge and skills.**		
WBL Integration/Activity:	**Duration:**	**Brief description of activities:**
Research and Presentation on Injury Prevention and Treatment	Throughout the unit	Students will design an Emergency Action Plan based off of real plans they find online in fitness facilities in the area
WBL Partners:		

Content Area: Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS 9.2, 9.3, 9.4) Grades K - 12
Grade: 11/12

Dev. Date:

Career and Technical Student Organization- *Every CTE program must incorporate a Career and Technical Student Organization (CTSO).		
CTSO:	**CTSO Advisor:**	

Freshman Level: Approximately 10 hours Career Awareness- brief exposure to a variety of work settings needs.	**Sophomore Level: Approximately 20 hours** Career Exploration- understand the nature of work through first-hand exposure to the workplace.	**Junior Level: Approximately 50 hours** Career Preparation - builds basic workplace competence	**Senior Level: Approximately 75 hours** Work-Related Training - a period of work experience for the purpose of training job skills and job-related skills. work experience Students may or may not be paid.
Career fair Guest Speakers Online Career Navigation, Assessments, Videos Informational Interviews Workplace Tours/Field Trips	Informational interviews Job shadowing Workplace tours/worksite visits Simulated Workplace Experience Mock Interviews	Service-learning Interactive/Hands-on demonstrations with industry prof. (online, in person, simulated) Career Cluster Employer Panel Presentations Structured Assignments after a workplace tour, presentation, shadowing Career Related Competitions School-based enterprises Simulated Workplace Experience Non-Paid Work Experience Service Learning/Volunteering	Internships (Paid or Non-Paid) Service Learning Student-led Enterprises Volunteering Work Experience (Paid or Non-Paid) Pre-Apprenticeships Apprenticeship

[redacted]

	Amistad Law: *N.J.S.A. 18A 52:16A-88*	X	Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*		Erin's Law: *A-769/S-1130*