Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

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DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

Curriculum Development Timeline

School: Ocean Township High School

Course: Introduction to Personal Fitness

Department: Physical Education

Board Approval	Supervisor	Notes
August 2019	John Bosmans	Born Date
August 2022	Patrick Sullivan	Alignment to New Standards and Incorporate State Standards
August 2024	Patrick Sullivan	Updated to include New State Mandates

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DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

Township of Ocean Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	Fitness Course Introduction & Overview	11	Cardiovascular Training
2	Fitness Safety Guidelines **STATE MANDATE: CANCER AWARENESS (N.J.S.A. 18A:40-33)**	12	Cardiovascular Training
3	Fitness Models & Variations	13	Recreational Fitness Activities
4	Fitness Models & Variations	14	Recreational Fitness Activities
5	Fitness Program Design	15	Exercise Physiology
Week	Marking Period 2	**Week**	Marking Period 4
6	Fitness Program Design	16	Exercise Physiology
7	Fitness Assessments & Evaluation	17	Nutrition
8	Fitness Assessments & Evaluation	18	Nutrition
9	Resistance Training	19	Lifetime Fitness **STATE MANDATE: MENTAL HEALTH (N.J.S.A. 18A:35-4.39)**
10	Resistance Training	20	Lifetime Fitness

Core Instructional & Supplemental Materials including various levels of Texts

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DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- Health and Wellness - Achieving Health Literacy
- Foundations of Personal Fitness
- Fitnessgram & Activitygram - Test Administration Manual
- 50 Literacy Strategies: Step by Step, Third Edition
- Upper Grades Nutrition - Milliken Publishing Company
- Physical Education for Lifelong Fitness - Third Edition
- Complete Guide to Sport Education - Second Edition
- Sports & Recreational Activities - Fourteenth Edition
- Exercise Physiology - Theory and Application to Fitness and Performance
- Fitness Education for Children - A Team Approach

Time Frame	**1 Week**

Topic

Fitness Course Introduction & Overview

Alignment to Standards

- 2.2.12.MSC.2: Analyze the application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify the movement to impact performance.
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, and emotional fitness through one's lifetime
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

Learning Objectives and Activities

- Students will learn the expectations of the class

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DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- Notes - Fitness Introduction
- Lecture - Fitness Overview
- PowerPoint Presentations - Introduction to Fitness
- Discussion - What defines fitness? What are your fitness goals? How can they be reached?
- Ted Talks - Fitness Trends and Current Events
- YouTube Clips - Fitness Topics
- Graphic Organizers - Goal Sheet
- Exhibit a positive attitude toward physical activity as it leads to a long-term wellness plan.

Assessments

- **Formative:**
  - Fitness Self-Evaluation
  - Fitness Peer-Evaluation
  - Environmental Fitness Factors
    - **STATE MANDATE: CANCER AWARENESS (N.J.S.A. 18A:40-33)**
  - Class Discussion - Fitness Trends

- **Summative:**
  - Fitness Practical Examination
  - Personal Fitness Portfolio

- **Benchmark:**
  - Pre Test - General Fitness Knowledge & Concepts
  - Post Test - General Fitness Knowledge & Concepts

- **Alternative:**
  - Fitness Digital Apps
  - FitnessBlender
  - Sport Specific Fitness Plan

Interdisciplinary Connections

DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	**1 Week**

Topic

Fitness Safety Guidelines

Alignment to Standards

- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

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- 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

Learning Objectives and Activities

- Students will learn how to safely conduct themselves while utilizing equipment in the fitness center.
- Students will learn how to properly spot individuals who are lifting weights
- Video Analysis - Proper Form
- Spotting Technique
- Stretching Variations
- Guided Practice Activity
- Heat-Stress Index
- Wind-Chill Index
- Safety Gear & Clothing
- Injury Prevention
- Case Studies
- Weight Room Etiquette

Assessments

- **Formative:**
  - Safety Rubrics
  - Safety Checklist
  - Teacher Observations
  - Safety Surveys
  - Safety Interviews

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DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- **Summative:**
  - Safety Quiz
  - Personal & Peer Safety Evaluation

- **Benchmark:**
  - Safety Exam
  - Safety Technique Analysis

- **Alternative:**
  - Journal Entries
  - Journal Reflections
  - Oral Presentations

Interdisciplinary Connections

- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
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DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

Time Frame	**2 Weeks**

Topic

Fitness Models & Variations

Alignment to Standards

- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill-related fitness.
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

Learning Objectives and Activities

- Students will analyze and evaluate a variety of fitness models
- Students will apply fitness modifications and accommodations to their individual workouts.
- Low Intensity - Long Duration
- Medium Intensity - Medium Duration
- High Intensity - Short Duration
- Circuit Training
- Anaerobic Interval Training
- Aerobic Interval Training
- Fartlek Training
- TRX Bands
- Kettlebells
- Calisthenics Training

DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- Weightlifting - Schedules and Cycles
- Balance Exercises
- Flexibility - Injury Prevention

Assessments

- **Formative:**
  - Psychomotor Skill Checklist - Safety & Exercise Preparation
  - Fitness Log
  - Journal Reflection
  - Fitness Model Checklist
- **Summative:**
  - Weight Lifting Exercise Rubrics
  - Fitness Model Evaluation
- **Benchmark:**
  - Pre-Assessment: Fitness Models & Variations
  - Post-Assessment: Fitness Models & Variations
- **Alternative:**
  - Fitness Digital Apps - FitnessBlender
  - Sport Specific Fitness Plan

Interdisciplinary Connections

- **RI.CI.5.2.** Determine **the central idea** of an **informational** text and explain how it is supported by key details; summarize the text.

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

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- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	**2 Weeks**

Topic

Fitness Program Design

Alignment to Standards

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

Learning Objectives and Activities

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- Students will design a personalized fitness program based on their individual goals.
- Health-Related Fitness - Body Composition, Cardiovascular Fitness, Muscular Strength, Muscular Endurance, Flexibility
- Skill Related Fitness - Agility, Balance, Coordination, Speed, Power, Reaction Time · FITT Principle - Frequency, Intensity, Time, Type
- SMART Goal Setting - Short Term & Long Term
- Specificity Principle
- Progression Principle
- Warm-Up & Cool Down
- Workout Splits & Schedules

Assessments

- **Formative:**
  - Skill Checklist - Safety & Exercise Preparation
  - Fitness Log
  - Journal Reflection
- **Summative:**
  - Weight Lifting Exercise Rubrics
  - Peer Exercise Program Evaluations
- **Benchmark:**
  - Pre-Assessment: Fitness Program Design
  - Post-Assessment: Fitness Program Design
- **Alternative:**
  - Fitness Digital Apps - FitnessBlender
  - Sport Specific Fitness Plan

Interdisciplinary Connections

- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Technology Integration

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	**2 Weeks**

Topic

Fitness Assessments & Evaluation

Alignment to Standards

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training

principles (FITT) and the components of skill related fitness.

- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

Learning Objectives and Activities

- Students will learn how to evaluate and monitor their progress in different areas of fitness.
- Validity vs. Reliability
- Aerobic Capacity Measurements
- Body Composition Analysis
- Healthy Fitness Zone Standards
- Abdominal Strength & Endurance Test - Curl Up
- Trunk Extensor Strength & Flexibility - Trunk Lift
- Upper Body Strength & Endurance - Pull-Up, Flexed Arm Hang
- Flexibility - Back-Save Sit & Reach, Shoulder Stretch

Assessments

- Formative
  - Heart Rate Monitor
  - Fitness Log
  - PACER Test
  - Personal Fitness Reflections

- Summative
  - Fitnessgram
  - Activitygram

- Benchmark
  - Steady State Walk Test
  - Cooper's 1.5 Mile Run Test
  - Steady-State Jog Test

DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- Alternative
  - Fitness Portfolios
  - Affective Surveys

Interdisciplinary Connections

- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

Technology Integration

- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	**2 Weeks**

Topic

Resistance Training

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Alignment to Standards

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

Learning Objectives and Activities

- Students will analyze, apply, and understand resistance training concepts.
- Absolute Muscular Strength
- Relative Muscular Strength
- Exercise Classifications
- Overload Principle
- Progressive Resistance
- Muscle Types - Cardiac, Smooth, Skeletal
- Muscle Contractions - Dynamic & Static
- Muscle Hyperplasia & Hypertrophy
- Muscle Fiber Types: Slow-twitch & Fast-twitch
- Resistance Training Myths vs. Facts.
- Resistance Training Equipment

Assessments

- Formative

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- Fitness Self-Assessments
- Skill Checklist - Safety & Exercise Preparation ·
- Fitness Log
- Journal Reflection

- Summative
  - Muscle Group Identification
  - Exercise Identification

- Benchmark
  - Weight Lifting Record Log

- Alternative
  - Fitness Digital Apps
  - FitnessBlender
  - Sport Specific Fitness Plan
  - Lifestyle Fitness Program

Interdisciplinary Connections

- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Technology Integration

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason

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- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	**2 Weeks**

Topic

Cardiovascular Training

Alignment to Standards

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

Learning Objectives and Activities

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- Students will analyze, apply, and understand resistance training concepts.
- Aerobic Activity Examples
- Aerobic vs. Anaerobic Activity
- Circulatory System - Hemoglobins, Stroke Volume, Blood Vessels
- Respiration Process
- Cardiovascular Disease - Atherosclerosis, Stroke, Peripheral Vascular Disease, Hypertension, Emphysema
- Cardiorespiratory Endurance Factors

Assessments

- Formative
  - PACER Test
  - Teacher Observations
  - Cardio Log
- Summative
  - One Mile Run
  - Cardiovascular Rubric
- Benchmark
  - Blood Pressure Test
  - Personal Fitness Records
- Alternative
  - Walk Test
  - Aerobic Fitness Portfolios

Interdisciplinary Connections

- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	**2 Week**

Topic

Recreational Fitness Activities

Alignment to Standards

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
- 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate

in a range of different physical activities during a lifetime.

- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

- 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

Learning Objectives and Activities

- The students will understand and remember the rules of a variety of recreational activities
- The students will be able to apply the rules as they participate in different recreational activities
- Badminton
- Basketball
- Bicycling
- Bowling
- Dance
- Field Hockey
- Golf
- Gymnastics
- Pickle-Ball
- Soccer
- Softball
- Tennis
- Track & Field
- Volleyball

Assessments

- **Formative:**
  - Peer & Self Recreational Activity Assessment
  - Teacher visual assessment of student's skills through progress monitoring ·
  - Self-Assessments
  - Skills Checklist·
  - Fitness Log & Journal Reflection

DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- **Summative:**
  - Student-Centered Tournament
  - Psychomotor Skill-Related Rubrics

- **Benchmark:**
  - Pre-Assessment
  - Post-Assessment
  - Cognitive Rules Assessment

Interdisciplinary Connections

- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Technology Integration

- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions · CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
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- CRP12: Work productively in teams while using cultural global competence

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DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

Time Frame	**2 Week**

Topic

Exercise Physiology

Alignment to Standards

- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance
- 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

Learning Objectives and Activities

- The students will understand and remember exercise physiology concepts.
- Bioenergetics - Cell Structure and Reactions
- Homeostasis
- Exercise Metabolism
- Control Systems - Positive & Negative
- Fuel Utilization
- Performance Factors
- Exercise Respiration
- ATP-PC System
- Glycolysis Cycle
- Krebs Cycle & Electron Transport Chain
- Temperature Regulations

Assessments

- Formative
  - Exercise Physiology Exit Slips
  - Exercise Physiology Class Discussions

DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- Summative
  - Exercise Physiology Quiz
- Benchmark
  - Pre-Test
  - Post-Test
- Alternative
  - Isometric Measurement of Strength
  - Free-Weight Testing of Strength
  - Isokinetic Assessment of Strength
  - Variable-Resistance Measurement of Strength

Interdisciplinary Connections

- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

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DEPARTMENT Introduction to Personal Fitness COURSE Introduction to Personal Fitness

- CRP12: Work productively in teams while using cultural global competence

Time Frame	**2 Week**

Topic

Nutrition

Alignment to Standards

- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
- 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
- 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
- 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.
- 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.

Learning Objectives and Activities

- Students will design a personalized fitness program based on their individual goals.
- Importance of Nutrition
- Vitamins, Minerals, and Water
- Choosing foods wisely
- Body weight and health risks
- Body image and weight control
- Nutrition myths and fad diets

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- Methods of weight control
- Lecture/Note taking
- Journal Entries
- Quick Write/Do Now
- Cooperative Learning
- Visuals/Video (Fat, Sick & Nearly Dead)
- Nutrition Appraisal
- Diet Analysis Project
- Nutrition Worksheets

Assessments

- **Formative:**
  - Classroom Discussion
  - Cooperative Learning Groups
  - Nutrition Exit Slips
  - Open-Ended Nutrition Questions
  - Nutrition Journal Entries

- **Summative:**
  - Nutrition Program Project

- **Benchmark:**
  - Pre-Test
  - Post-Test
  - Vocabulary Quizzes
  - Presentations or Projects

- **Alternative:**
  - Virtual Food Scavenger Hunt

Interdisciplinary Connections

- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

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- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and post-secondary plans.

Technology Integration

- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Time Frame	**2 Weeks**

Topic

Lifetime Fitness

Alignment to Standards

- 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

- 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

- 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

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- 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Learning Objectives and Activities

- The students will analyze community resources to identify ways to continue pursuing their personal fitness
- Understanding the Aging Process
- Bone Mass & Physical Activity
- Leisure-time activities
- Identifying Fitness Professionals
- Locating Potential Fitness Opportunities
- Fitness Products

Assessments

- **Formative:**
  - Local Fitness Organization Survey
  - Mental Health Awareness & Reflection
    - **STATE MANDATE: MENTAL HEALTH (N.J.S.A. 18A:35-4.39)**
- **Summative:**
  - Lifetime Fitness Portfolio
  - Lifetime Fitness Self-Evaluation
- **Benchmark:**

- Pre-Test
- Post-Test

- **Alternative:**
  - Research Paper
  - Concept Map
  - Lifetime Fitness Journal

Interdisciplinary Connections

- SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth

Technology Integration

- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Career Education

- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions ·
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP12: Work productively in teams while using cultural global competence

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

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- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns