

Strength & Conditioning

Unit Title: Fitness Goal Setting

Stage 1: Desired Results

Standards & Indicators:

- 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.
- 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.6: Implement a financial plan for participation in physical activity in the community for self and family members.
- 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
- 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).
- 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
- 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt

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9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.FP.2	Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6,	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> • Worksheets • Surveys • Create vocabulary word wall • Read case scenarios and engage in classroom discussions • Technology-based assignments • Small group activities and discussions. • Follow posted gym rules, return equipment to proper place, wipe down equipment, and respect others while in the gym 	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Unit tests • Quizzes • Writing assignments • Response to classroom discussion • Class participation • Projects • Improved performance fitness in the weight room and fitness tests
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • Setting fitness and nutritional goals to improve overall health and wellness. • Making SMART fitness goals 	<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • What are my goals during this semester? • What are my fitness goals during this semester? • What are my fitness goals this school year? • What are my post high school goals? • How can I improve my fitness plan? • What should I include in my portfolio? • How will I track my fitness progress?

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	<ul style="list-style-type: none"> ● Did I accomplish my fitness goals this semester? ● What other goals did I accomplish this semester? ● What do I need to research to join the fitness industry? ● What are the five fitness components? ● What are the six related fitness skills? ● Why do you need self discipline to exercise? ● Why does planning help you stay consistent?
<u>Content:</u> <ul style="list-style-type: none"> ● FITT Goals ● Nutritional Goals ● One Rep Max (1RM) goals ● Develop a portfolio ● Aerobic goals 	<u>Skills(Objectives)</u> <ul style="list-style-type: none"> ● Explain the importance of fitness goals ● Demonstrate healthy fitness habits ● Develop a fitness portfolio ● Research-based nutrition and activity planning are essential for lifelong health maintenance ● Communicate effectively with the trainer or client with specific terminology to set new and long-term workout goals

Interdisciplinary Connections:

Language Arts:

- WHST.9-12.7 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.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.

Mathematical Practices:

- MP.1 Make sense of problems and persevere in solving them
- MP. 2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP. 4 Model with mathematics

Science

- HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay 	<u>Resources:</u> <ul style="list-style-type: none"> ● IEP/504s ● Online resources ● Teacher developed worksheets ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube
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<ul style="list-style-type: none">● Prevocational kit completion and hands-on learning opportunities● Student journaling and reflection● Student and peer interviews● Formative assessment● Student self-assessment	<ul style="list-style-type: none">● PE Central● Edpuzzle● https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm for child and adolescent fitness guidelines <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none">● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth https://www.teach.lgbt/subject/social-studies/● LGBTQ+ Books https://docs.google.com/presentation/d/1PPEP8wJDW6u1YnPenjka2qLObtXl5X0R8yGFlxguo8/edit#slide=id.g35f391192_0_0 <p>DEI Resources:</p> <ul style="list-style-type: none">● https://www.learningforjustice.org/● https://www.glsen.org/resources/educator-resources● https://www.nj.gov/education/standards/dei/		
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge	Videos	Videos	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP.
Provide student an opportunity to demonstrate leadership role among class	Provide notes	Classroom models/Visual Aides	
Individual projects that enhance greater subject knowledge	Provide student with study guide	Provide notes Study guides	These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Provide increased opportunity for real life experiences in the health/athletics professions	Allow the use of technology on assignments	Graphic Organizers	
Teacher interaction with students, student interaction with students	Individual projects that enhance greater subject knowledge	Shorten assignments	
Provide student with the use of diverse technology	Allow students to collaborate in small groups	Grade for content not spelling and grammar	ELL supports should include, but are not limited to, the following::
	Teacher interaction with students, student interaction with students	Allow extra time for assignments if student goes to tutoring	<ul style="list-style-type: none">● Extended time● Provide visual aids● Repeated directions● Differentiate based on proficiency● Provide word banks● Allow for translators, dictionaries
		Allow the use of technology on assignments	
		Allow students to collaborate	

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tools to increase subject knowledge			
Provide student with team building structure			

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Unit Title: Nutrition

Stage 1: Desired Results

Standards & Indicators:

- 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 presents trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt
9.1.12.FP.1 9.1.12.FP.2	Create a clear long-term financial plan to ensure its alignment with your values. Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.

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9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6,	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> • Worksheets • Surveys • Create vocabulary word wall • Read case scenarios and engage in classroom discussions • Technology-based assignments • Small group activities and discussions. • Follow posted gym rules, return equipment to proper place, wipe down equipment, and respect others while in the gym 	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Unit tests • Quizzes • Writing assignments • Response to classroom discussion • Class participation • Projects • Improved performance fitness in the weight room and fitness tests
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • Lifelong nutritional health starts early • Research-based nutrition information will be helpful to guide nutritional intake for pre/post workout sessions, no matter the physical activity of the participant • Research-based nutrition and activity planning are essential for lifelong health maintenance • Communicate effectively with the trainer or client with specific terminology to set new and long-term workout goals 	<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • What is metabolism and how does it affect my body weight? • How does your mental health affect your eating habits? • What are macronutrients? • What are minerals? • What are vitamins? • What are the benefits of water? • What are calories? • What are electrolytes? • What is Resting Metabolic Rate (RMR) and how does it correlate to exercising? • What foods are beneficial for pre workouts? • What foods are beneficial for post workouts? • What are ways you can track your calorie intake? • What is the difference between the following: bulk, maintain, and cut?

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<u>Content:</u> <ul style="list-style-type: none"> • Diets • Food preparation • Weight management • Food intake tracking • Eating disorders • Caloric intake 	<u>Skills(Objectives)</u> <ul style="list-style-type: none"> • Define nutritional terms and workout goals related to bulk; maintain and cut • Explain the association between caloric intake and exercise to manage BMI • Examine daily caloric intake and physical/non-physical activity and weight management • Construct pre and post-workout nutrition plans
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Interdisciplinary Connections:

Language Arts:

- WHST.9-12.7 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.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.

Mathematical Practices:

- MP.1 Make sense of problems and persevere in solving them
- MP. 2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP. 4 Model with mathematics

Science

- HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"> • Worksheets • Surveys • Create vocabulary word wall • Read case scenarios and engage in classroom discussions • Technology-based assignments • Small group activities and discussions. • Follow posted gym rules, return equipment to proper place, wipe down equipment, and respect others while in the gym 	<u>Resources:</u> <ul style="list-style-type: none"> • IEP/504s • Online resources • Teacher developed worksheets • Online Classroom (Google Classroom) • Flocabulary • YouTube • PE Central • Edpuzzle • Access the CDC https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm • Access https://www.niddk.nih.gov/health-information/weight-management/take-charge-health-guide-teenagers
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	<p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth https://www.teach.lgbt/subject/social-studies/ ● LGBTQ+ Books https://docs.google.com/presentation/d/1PPEP8wJDW6u1YnPe_njka2qLObtXl5X0R8yGFlxguo8/edit#slide=id.g35f391192_0_0 <p>DEI Resources:</p> <ul style="list-style-type: none"> ● https://www.learningforjustice.org/ ● https://www.glsen.org/resources/educator-resources ● https://www.nj.gov/education/standards/dei/
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Differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP.</p> <p>These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

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Unit Title: Anatomy & Physiology

Stage 1: Desired Results

Standards & Indicators:

- 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 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.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, pickleball).
- 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt
9.1.12.FP.1 9.1.12.FP.2	Create a clear long-term financial plan to ensure its alignment with your values. Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.

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9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6,	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> • Worksheets • Surveys • Create vocabulary word wall • Read case scenarios and engage in classroom discussions • Technology-based assignments • Small group activities and discussions. • Follow posted gym rules, return equipment to proper place, wipe down equipment, and respect others while in the gym 	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Unit tests • Quizzes • Writing assignments • Response to classroom discussion • Class participation • Projects • Improved performance fitness in the weight room and fitness tests
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • The structure of the human body • Physiological benefits from exercise on the developing adolescent • Awareness of how physical movement and activity promote the well-being of diverse adolescent bodies and interests. 	<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • What are joints? • What are tendons? • What are ligaments? • How do you train a target muscle group(s)? • What are the planes of motion? • What are the regional terms? • What are the directional terms? • What are Type I fibers? • What are Type II fibers? • What is catabolism? • What is ATP? • How does the endocrine system respond to exercise? • What are the benefits of resistance training?

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<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Basic anatomy and physiology terminology ● Mental, social, and physical benefits of resistance training ● Planes of motion 	<p><u>Skills(Objectives)</u></p> <ul style="list-style-type: none"> ● Describe physiological differences between Type I and Type II fibers. ● Describe the anatomy and physiology of the body systems? ● Recall the macrostructure and microstructure of muscles. ● Discuss the role of ATP during exercise. ● Identify and recall joints, ligaments, bones, and muscles.
<p><u>Interdisciplinary Connections:</u></p> <p>Language Arts:</p> <ul style="list-style-type: none"> ● WHST.9-12.7 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● SL.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. <p>Mathematical Practices:</p> <ul style="list-style-type: none"> ● MP.1 Make sense of problems and persevere in solving them ● MP. 2 Reason abstractly and quantitatively ● MP.3 Construct viable arguments and critique the reasoning of others ● MP. 4 Model with mathematics <p>Science</p> <ul style="list-style-type: none"> ● HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms 	
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Formative assessment ● Student self-assessment 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● IEP/504s ● Online resources ● Teacher developed worksheets ● Online Classroom (Google Classroom) ● Flocabulary ● YouTube ● PE Central ● Edpuzzle ● https://www.niddk.nih.gov/health-information/weight-management/tips-get-active <p>LGBT and Disabilities Resources:</p>

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	<ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • https://www.teach.lgbt/subject/social-studies/ • LGBTQ+ Books • https://docs.google.com/presentation/d/1PPEP8wJDW6u1YnPenjka2qLObtcXI5X0R8yGfIxguo8/edit#slide=id.g35f391192_00 <p>DEI Resources:</p> <ul style="list-style-type: none"> • https://www.learningforjustice.org/ • https://www.glsen.org/resources/educator-resources • https://www.nj.gov/education/standards/dei/
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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP.</p> <p>These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> • Extended time • Provide visual aids • Repeated directions • Differentiate based on proficiency • Provide word banks • Allow for translators, dictionaries

Strength & Conditioning

Unit Title: Exercise Techniques

Stage 1: Desired Results

Standards & Indicators:

- 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, pickleball).
- 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.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- 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.
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Career Readiness, Life Literacies and Key Skills

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9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt
9.1.12.FP.1 9.1.12.FP.2	Create a clear long-term financial plan to ensure its alignment with your values. Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.

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9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6,	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> • Worksheets • Surveys • Create vocabulary word wall • Read case scenarios and engage in classroom discussions • Technology-based assignments • Small group activities and discussions. • Follow posted gym rules, return equipment to proper place, wipe down equipment, and respect others while in the gym 	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Unit tests • Quizzes • Writing assignments • Response to classroom discussion • Class participation • Projects • Improved performance fitness in the weight room and fitness tests
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • To get stronger, increase lean muscle mass, and prevent injuries; one must learn how to perform exercises properly. 	<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • How do you spot somebody safely? • How do you perform the following major exercises properly: deadlift, bench, squat, and olympic lifts? • What is gym etiquette and what does it entail? • What does warm-up do for the body before exercise? • What are closed chain exercises? • What are open chain exercises? • How do you “brace” your core? • How do you “hinge”?
<u>Content:</u> <ul style="list-style-type: none"> • Spotting • Performing exercises properly • Injury prevention • Gym etiquette 	<u>Skills(Objectives)</u> <ul style="list-style-type: none"> • Describe the role of the spotter • Describe the importance of gym etiquette • Demonstrate how to clean the equipment properly • Explain the importance of weight room hygiene • Compare and contrast open and closed chain exercises.

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Interdisciplinary Connections:

Language Arts:

- WHST.9-12.7 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.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.

Mathematical Practices:

- MP.1 Make sense of problems and persevere in solving them
- MP. 2 Reason abstractly and quantitatively
- MP.3 Construct viable arguments and critique the reasoning of others
- MP. 4 Model with mathematics

Science

- HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Guided instruction
- Cooperative learning
- Effective verbal and nonverbal communication with peers and teachers
- Situational roleplay
- Prevocational kit completion and hands-on learning opportunities
- Student journaling and reflection
- Student and peer interviews
- Formative assessment
- Student self-assessment

Resources:

- IEP/504s
- Online resources
- Teacher developed worksheets
- Online Classroom (Google Classroom)
- Flocabulary
- YouTube
- PE Central
- Edpuzzle

LGBT and Disabilities Resources:

- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth

<https://www.teach.lgbt/subject/social-studies/>

- LGBTQ+ Books

https://docs.google.com/presentation/d/1PPEP8wJDW6u1YnPe_njka2qLObtCXl5X0R8yGFlxguo8/edit#slide=id.g35f391192_0_0

DEI Resources:

- <https://www.learningforjustice.org/>
- <https://www.glsen.org/resources/educator-resources>
- <https://www.nj.gov/education/standards/dei/>

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Differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP.</p> <p>These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries

Strength & Conditioning

Unit Title: Program Design & Gym Etiquette

Stage 1: Desired Results

Standards & Indicators:

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CDM.1	Identify the purposes, advantages, and disadvantages of debt.	There are reasons and consequences to taking on debt
9.1.12.FP.1 9.1.12.FP.2	Create a clear long-term financial plan to ensure its alignment with your values. Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	To be fiscally responsible, an individual's finances should align with his or her values and goals.
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations

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		change.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6,	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> • Worksheets • Survives • Create vocabulary word wall • Read case scenarios and engage in classroom discussions • Technology-based assignments • Small group activities and discussions. • Clean up equipment after use 	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Unit tests • Quizzes • Writing assignments • Response to classroom discussion • Class participation • Projects • Improved performance fitness in the weight room and fitness tests
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • Having the understanding of how to design an exercise program to help one reach fitness goals and improve overall health and wellness. • Public-access physical activity sites require specific health and safety protocol to prevent injury and transmission of common viruses and bacteria. • Etiquette is essential in public physical activity spaces to ensure pleasant and supportive interactions. 	<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> • How do you find your One Rep Max (1RM)? • What is hypertrophy? • What is power? • What is muscular endurance • What is strength? • What are sets? • What are reps? • What are supersets? • What is overload? • What is failure? • What is the rest? • What is active recovery? • What are DOMS? • What is a dynamic warm up? • What is static stretching? • What is the difference between aerobic and anaerobic exercises? • What are compound exercises? • What is the difference between a warm-up and a cool-down?

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	<ul style="list-style-type: none"> • What is HIIT? • What are plyometrics • What is gym etiquette and what does that require?
<u>Content:</u> <ul style="list-style-type: none"> • Program design to reach fitness goals • Proper recovery to help prevent injuries • Adding different types of exercises to prevent boredom. 	<u>Skills(Objectives)</u> <ul style="list-style-type: none"> • Compare and contrast the set x rep ranges for: power, strength, muscular endurance, and hypertrophy. • Evaluate the effects of plyometrics incorporated into programs. • Compare and contrast aerobic and anaerobic exercises. • Demonstrate open and closed chain exercises. • Describe how to get relief from DOMS. • Analyze different forms of warming-up. • Demonstrate putting weights away and wiping down benches after use.

Interdisciplinary Connections:

Language Arts:

- WHST.9-12.7 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"> • Guided instruction • Cooperative learning • Effective verbal and nonverbal communication with peers and teachers • Situational roleplay • Prevocational kit completion and hands-on learning opportunities • Student journaling and reflection • Student and peer interviews 	<u>Resources:</u> <ul style="list-style-type: none"> • IEP/504s • Online resources • Teacher developed worksheets • Online Classroom (Google Classroom) • Flocabulary • YouTube • PE Central • Edpuzzle
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<ul style="list-style-type: none"> Formative assessment Student self-assessment 	<p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth https://www.teach.lgbt/subject/social-studies/ LGBTQ+ Books https://docs.google.com/presentation/d/1PPEP8wJDW6u1YnPe_njka2qLObtcXl5X0R8yGFlxguo8/edit#slide=id.g35f391192_0_0 <p>DEI Resources:</p> <ul style="list-style-type: none"> https://www.learningforjustice.org/ https://www.glsen.org/resources/educator-resources https://www.nj.gov/education/standards/dei/
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<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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Strength & Conditioning

Pacing Guide

Course Name Strength & Conditioning	Content/Resources NSCA Essentials of Strength Training and Conditioning	Standards
UNIT 1: Fitness Goals		
5 Days	CHAPTERS Chapters 11 - 12	<ul style="list-style-type: none"> • 2.2.12.LF.1 • 2.2.12.LF.2 • 2.2.12.LF.3 • 2.2.12.LF.4 • 2.2.12.LF.5 • 2.2.12.LF.7 • 2.2.12.LF.8 • 2.3.12.PS.1 • 2.2.12.MSC.4 • 2.2.12.MSC.5
UNIT 2: Nutrition		
5 Days	CHAPTERS Chapters 9 - 10	<ul style="list-style-type: none"> • 2.2.12.N.1 • 2.2.12.N.2 • 2.2.12.N.3 • 2.2.12.N.4 • 2.2.12.N.5
UNIT 3: Anatomy & Physiology		
25 Days	CHAPTERS Chapters 1-6	<ul style="list-style-type: none"> • 2.2.12.PF.4 • 2.2.12.PF.5 • 2.2.12.MSC.1 • 2.2.12.MSC.2 • 2.2.12.MSC.3
UNIT 3: Exercise Techniques		
10 Days	CHAPTERS Chapter 13-14	<ul style="list-style-type: none"> • 2.2.12.MSC.1 • 2.2.12.MSC.2 • 2.2.12.PF.4 • 2.2.12.PF.5 • 2.3.12.PS.1
UNIT 4: Program Design		
40 Days	CHAPTERS Chapter 15 - 19, 22	<ul style="list-style-type: none"> • 2.3.12.PS.1 • 2.2.12.PF.1 • 2.2.12.PF.2 • 2.2.12.PF.3 • 2.2.12.LF.1 • 2.2.12.LF.2 • 2.2.12.LF.3