

Winslow Township School District
11th Grade Health
Nutrition and Wellness

Overview: The fitness unit will teach the importance of physical activity as a lifelong commitment for increased health, enjoyment, challenges, self-expression and social interaction. The students will compare the short and long term impact on wellness with physical activities and compare and contrast the impact of health- related fitness components as a measure of fitness and health. They will connect age, gender, genetics and body composition with personal wellness.

Overview	Standards	Unit Focus	Essential Questions
<ul style="list-style-type: none"> • Fitness 	2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5 <ul style="list-style-type: none"> • WIDA 1 	<ul style="list-style-type: none"> • The students will investigate the impact of inactivity on wellness and recognize the importance of daily physical activity for a healthy life as well as a means for enjoyment, self-expression and social interaction. • The students will interpret the five components of health-related fitness as an indicator of their fitness level and connect age, gender, genetics and body composition as factors to consider so that they will be able to design and implement a personal fitness plan using training principles. 	<ul style="list-style-type: none"> • Why is it important to make physical activity a part of your daily routine? • How can you use the five components of health-related fitness to set short and long term goals? • What factors should be considered when designing a personal wellness plan? • What is the F.I.T.T formula?
<i>Enduring Understandings</i>	<ul style="list-style-type: none"> • It is important to get exercise daily for health, enjoyment and social interaction. • Determine your strengths and weaknesses for determining short and long- term fitness goals. • Consider your age, gender, genetics and body composition when designing your personal fitness plan. 		

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Curriculum Unit	Standards		Pacing	
			Days	Unit Days
• Fitness	2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.	2	12
	2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.	2	
	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	
	2.2.12.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	
	2.2.12.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	
	Assessment, Re-teach and Extension		2	

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Grade 11		
Core Idea	Indicator #	Performance Expectation
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.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.
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.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
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.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.
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.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).
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.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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Fitness

Assessment Plan

- Assess student’s knowledge in the form of a written test.
- Survey student’s knowledge through a K-W-L-A chart
- Teacher observation of skills
- Self-evaluation
- Peer evaluation
- Current Event Article Summary
- Questioning Strategies
- Polls/Surveys
- Exit Tickets
- Student Demonstrations
- Individual, partner or group work

Alternative Assessments:

Videos with discussion/enrichment

Written Rubrics on identified activities

Worksheets/Packets

Guided Notes from PowerPoint presentation

Warm up Questions

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Resources	Activities
<ul style="list-style-type: none"> • Text book • Chapter PowerPoints • Study Guides <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ol style="list-style-type: none"> 1. Participate in a variety of activities designed to increase their health-related fitness component levels. 2. Compare short and long term impact on wellness associated with a sedentary lifestyle. 3. Connect the role of genetics, age, gender, activity level, and exercise type on body composition.
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

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

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504

Students with special needs: Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Team Intervention Plan, and may include (but are not limited to) the following:

Equipment size	Modified rules
Pictures	Preferential Seating
Spacing / distance	Modifications to Equipment
Peer partnering	Study guides/notes
Larger print	Modifications of assignments
Relaxed rules	Modifications of due dates
Safe environment	Modified Tests/Quizzes

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Modifications for At-Risk Students	
<p>Formative and summative data will be used to monitor student success. Student work/performance will be reviewed to determine support. This may include parent notification, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.</p> <ul style="list-style-type: none"> • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments as needed • Oral prompts can be given. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support 	
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in health practices in students home country • Speak and display terminology and movement • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Students can complete extend research outside of the classroom • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Project Based Learning • Real world scenarios • Student Driven Instruction ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ❖ REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections

ELA

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Interdisciplinary Standards

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Computer Science and Design Thinking

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.