

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name: Sports and Health Science II</b>	<b>Grade Level(s): 8th</b>
<b>Department: Health and Physical Education</b>	<b>Credits:</b>
<b>BOE Adoption Date: September 2014</b>	<b>Revision Date(s): October 2019</b>

## **ABSTRACT**

In Sports and Health Science 2, instructional time is focused on the development of healthy lifestyle choices and proper physical movement and mobility practices as it relates to the human body and leading an active and healthy lifestyle. Throughout the coursework a focus and mastery of the 9 foundational movements, proper use and understanding of the fitness components, incorporation and maintenance of proper nutritional practices, understanding and comprehension of the body's systems and how they support everyday lifestyle choices, and useful first aide and safety techniques will be covered and taught over the course of 18 weeks.

- Students develop a greater sense of knowledge of physical competence and cognitive understanding about physical movement, fitness prescription, mobility, cooperation, respect, and social development. These skills will be developed through various physical tasks such as fitness assessments assessing student's cardiovascular endurance, muscular strength, and flexibility. Students will also participate in personal skill development of the 10 physical skills (Cardiovascular Endurance, Flexibility, Strength, Stamina, Agility, Power, Speed, Coordination, Balance, Accuracy) that stress teamwork, cooperation, and sportsmanship. Sports and Health 2 builds on the skills, movements, and strengths developed in Sports and Health 1 and allows students to further their physical and cognitive knowledge in the area of human performance and strength and conditioning.
- Students develop an understanding of the importance of leading a healthy and physical lifestyle and learn to respect and take personal care of the human body and its performance. The units cover topics in a non-threatening atmosphere such as goal setting, organization, fitness methodologies and theory, nutrition, fitness prescription and testing, the human body systems (Skeletal, Muscular, Respiratory, Circulatory, etc.), and career opportunities that are available to them in the allied health field and as a high school and college bound student.

- Students develop and learn essential life skills that can be used to enhance their physical, mental, emotional, and cognitive development and enhance their ability to be productive and successful members of their community.

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### **Mission Statement**

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Core Curriculum Content Standards (NJCCCS).

### **Curriculum & Instruction Goals**

**Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

### **Philosophy of the Shared Curriculum Service with South Harrison Township Elementary**

The ultimate goal of the newly established shared curriculum service with South Harrison Township Elementary is to provide clearly coherent curriculum for grades K-12 to enhance student growth and achievement and provide learning experiences that assist in providing an inherent love of learning. With true vertical and horizontal curricular alignment all students will be effectively prepared for their arrival onto the campus of Kingsway Regional Middle School. Through this shared vision, both school districts are able to work earlier and more productively with students to ensure they are properly equipped with the knowledge and skills necessary to be successful in college and career upon graduation from high school. The alignment of curriculum K-12 safeguards countless benefits for our children; it is the very foundation for the improved teaching and learning that is our goal as educators, parents, and community members. Most notably, an aligned curriculum K-12 creates a common ownership and understanding of what must be taught and learned at each grade level for each subject area. No matter where a student attends, the curriculum requirements are the same across buildings, grade levels and teachers. Additionally, an aligned curriculum serves to provide valuable information to parents who will know what each child is expected to learn while in the classroom.

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
- 5. Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the Common Core State Standards and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

- **State:** The New Jersey Core Curriculum Content Standards (NJCCCS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
- **Common Core:** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor’s Association (NGA) in partnership with other national organizations.

**15. Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

**16. 21<sup>st</sup> Century Skills:** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing:**

**Course Title: *Sports and Health Science 2***

**Prerequisite(s): *None***

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit: #1 Class Routines, Expectations, and Technology Use	3 Weeks  3-4 Classroom sessions  9-12 Lab Sessions  (New Location – B33)	<b>Subject Area:</b> Comprehensive Physical Education and Health  <b>Power :</b> 2.1.8.A.1 2.2.8.A.2 2.2.8.A.3 2.2.8.C.1  <b>Supportive:</b> 2.1.8.E.2 2.2.8.A.1 2.2.8.B.1 2.2.8.B.2  <b>Interdisciplinary:</b> Technology 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1  Math 7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D	<i>1: Students will be able to understand, comprehend, and establish routines to be used in the classroom setting and fitness lab setting</i>  <i>2: Students will be able to create personal portfolios of fitness records in order to track their individual progress.</i>  <i>3: Students will be able to utilize and maintain a technology profile using Google Docs and Wodify.</i>	1. Students will be able to create and maintain an organized classroom fitness portfolio 2. Learn and identify the class rules and expectations 3. Become oriented with the fitness lab and its equipment 4. List the safety procedures utilized the fitness lab 5. Understand and learn procedures and schedule for lab days and classroom days 6. Set-up and maintain their Wodify fitness tracking profiles via the Internet 7. Set-up and practice using google docs for documents, power-points, excel files and email.
Unit Title:	Duration/	Related Standards:	Learning Goals:	Topics and Skills:

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
	<b>Month(s)</b>			
<b>Unit #2:</b> Nutrition Foundations and Fundamentals to Support Human Performance	5 Weeks  3-4 Classroom sessions  20-25 Lab Sessions  (New Location – B33)	<b>Subject Area:</b> Comprehensive Physical Education and Health  <b>Primary:</b> 2.1.8.B.1 2.1.8.B.2 2.1.8.B.3 2.1.8.B.4 2.1.12.B.1 2.1.12.B.3  <b>Secondary</b> 2.2.8.A.2 2.2.8.B.3  <b>Interdisciplinary:</b> <b>Technology</b> 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1  <b>Math</b> 7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D 7.NS.3 7.EE.B.3 7.EE.B.4	<i>1: Students will be able to apply healthy nutritional habits implementing them in daily life.</i>  <i>2. Students will be able to track and analyze their daily nutritional intake and set goals for improvement</i>	<ol style="list-style-type: none"> <li>Students will be able to understand and comprehend the importance of healthy eating habits</li> <li>Compare and contrast various types of diets (USDA, Paleo, Vegan, Vegetarian, Zone, Adkins)</li> <li>Construct nutritional changes to their diet to enhance physical and cognitive performance</li> <li>Define various terms associated with nutritional concepts and theory</li> <li>Understand the differences between proteins, carbohydrates, and fats and how they affect the body</li> <li>Recognize the contents and dangers associated with fast foods</li> <li>Learn how to make good food choices</li> <li>Learn how to grocery shop effectively</li> <li>Understand and learn how to read food labels</li> <li>Track and record daily food intake, sleep patterns, hydration levels, and make improvements based on data</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p><i>Unit #3: Fitness Concepts, Principles, and Methodologies</i></p>	<p>3 Weeks</p> <p>3-4 Classroom sessions</p> <p>9-12 Lab Sessions</p> <p>(New Location – B33)</p>	<p><b>Subject Area:</b> Comprehensive Physical Education and Health</p> <p><b>Power:</b></p> <p>2.5.8.A.1</p> <p>2.5.8.A.2</p> <p>2.5.8.A.4</p> <p>2.5.8.B.2</p> <p>2.5.8.C.2</p> <p><b>Supportive:</b></p> <p>2.1.8.A.1</p> <p>2.1.8.A.2</p> <p>2.1.8.A.3</p> <p>2.1.8.D.1</p> <p><b>Interdisciplinary:</b></p> <p><b>Technology</b></p> <p>8.1.8.A.5</p> <p>8.1.8.A.2</p> <p>8.1.8.A.3</p> <p>8.1.8.A.4</p> <p>8.1.8.A.5</p> <p>8.1.8.E.1</p> <p><b>Math</b></p> <p>7.RP.A.1</p> <p>7.RP.A.2</p> <p>7.NS.1.A</p> <p>7.NS.2.D</p> <p>7.NS.3</p> <p>7.EE.B.3</p> <p>7.EE.B.4</p>	<p><i>1: Students will be able to understand basic fitness concepts, principles, and methodologies.</i></p> <p><i>2: Students will be able to distinguish the differences between the 5 fitness components and apply this knowledge to show physical competence in each component.</i></p> <p><i>3: Students will be able to compare and contrast various types of exercises and workouts and connect them to a specific fitness component.</i></p>	<ol style="list-style-type: none"> <li>1. Students will be able to understand and recognize the importance of fitness testing</li> <li>2. Distinguish and Identify various fitness tests and the 5 fitness components</li> <li>3. Recall and practice safe workout habits</li> <li>4. Demonstrate and coach proper fitness exercise techniques</li> <li>5. Recall and recognize the parts of a complete workout routine</li> <li>6. Understand and explain the various types of workouts</li> <li>7. Make connections to physical movement and exercises and the body</li> <li>8. Identify and recognize the 10 Crossfit Physical Skills</li> <li>9. List and explain the 5 fitness components</li> <li>10. Recognize and explain the fitness pyramid</li> <li>11. Measure and record resting heart rates, exercise heart rates, and calculate target heart rates manually and using heart rate monitors</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		Science MS.PS.2-2 MS.PS.2-5 MS.PS.3-1 Ms.PS.3-5		
<b>Unit #4:</b> <i>The Human Body &amp; Its Systems</i>	5 Weeks  3-4 Classroom sessions  20-25 Lab Sessions  (New Location – B33)	<b>Subject Area:</b> Comprehensive Physical Education and Health  <b>Power:</b> 2.6.8.A.1 2.6.8.A.3 2.6.8.A.4  <b>Secondary:</b> 2.2.8.B.3 2.2.8.D.2 2.2.8.E.1 2.2.8.E.2  <b>Interdisciplinary:</b> <b>Technology</b> 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1  <b>Math</b> 7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D	<i>1: Students will be able to apply components of the systems of the body to overall physical health.</i>  <i>2. Students will be able to recognize and make connections about the Circulatory system, Respiratory system, and Sensory system and how they affect our daily lifestyle habits and routines.</i>  <i>3. Students will be able to assess and make decisions in their daily lives to support proper organ functions and maintenance.</i>	<ol style="list-style-type: none"> <li>1. Students will be able to identify, label and explain the muscular system and its function</li> <li>2. Identify, label, and explain the skeletal system and its function</li> <li>3. Recognize and label the various muscles and bones in the body</li> <li>4. Make connections between the muscle of the human body and exercises that improves them</li> <li>5. Compare and contrast the various systems and their functions in the body</li> <li>6. Identify and recall the various organs of the body and their functions</li> <li>7. Make connections to life decisions and the effects they may have on the bodies organs</li> <li>8. Understand and comprehend the importance of protecting and respecting the body and how it functions</li> <li>9. Compare and contrast various diseases the body and its systems may have to fight off</li> <li>10. Learn and implement procedures a person can take to protect the body and its functions</li> </ol>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		7.NS.3 7.EE.B.3 7.EE.B.4		
Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<i>Unit #5: Careers in Health, Fitness, and Human Performance</i>	2 Weeks  1-2 Classroom sessions  9-12 Lab Sessions  (New Location – B33)	<b>Subject Area:</b> Comprehensive Physical Education and Health  <b>Power:</b> 2.2.8.E.1 2.2.8.E.2 2.5.8.C.3  <b>Secondary:</b> 2.2.12.E.1  <b>Interdisciplinary:</b> Technology 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	<i>1: Students will explore and gain knowledge about careers and opportunities in the Health, Fitness, and Human Performance field.</i>  <i>2: Students will understand and research the education, jobs, opportunities, and salaries associated with careers in the Health, Fitness, and Human Performance field.</i>	1. Research jobs in the Sports and Health Sciences. 2. Understand and learn the requirements needed to earn a job in the allied health field. 3. Compare and contrast various job requirements and salary guides in the Sports and Health Sciences. 4. Gain knowledge in the various types of jobs available in the allied health field. 5. Identify and recall terms associated with career development, salary, and advanced education.
Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<i>Unit 1 B: Fitness Lab</i>	18 Weeks  3-4 Labs Per Week  New Location B33	<b>Subject Area:</b> Comprehensive Physical Education and Health  2.1.8.A.1 2.1.8.A.2 2.1.8.A.3	<i>1: Students will be able understand and implement proper physical fitness methodologies and techniques in their daily lives.</i>	1. Students will be able to learn, practice, demonstrate, and coach various physical movements 2. Perform and demonstrate various Olympic lifting movements (squat,

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		2.1.8.B.2 2.1.8.B.3 2.1.8.D.1 2.1.8.E.4 2.2.8.A.2 2.2.8.B.3 2.2.8.C.1 2.5.8.A.1 2.5.8.A.2 2.5.8.A.3 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.6.8.A.1 2.6.8.A.2  <b>Interdisciplinary:</b> Technology 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1  Math 7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D 7.NS.3	2. <i>Students will be able to analyze, develop, adjust, and record workouts and workout data to show improvement and growth over the period of a school year.</i>	push press, hang clean, snatch, clean & jerk) 3. Define and perform a WOD, AMRAP, EMOM, TABATA 4. Record and track physical fitness performance with Wodify 5. List, recall, perform, and improve the 10 Crossfit Physical Skills (Stamina, strength, cardio respiratory endurance, accuracy, power, agility, speed, flexibility, 6. Define and practice various mobility and flexibility movements 7. Evaluate and assess movement and mobility patterns via video and make adjustments for improvement 8. Improve physical posture 9. Develop and maintain proper functional movement patterns 10. Make cognitive connections to various movement patterns and methodologies in a physical setting 11. Coach, encourage, and teach peers in small group settings 12. Develop and learn the skills necessary to create, implement, and maintain a personalized fitness program

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		7.EE.B.3 7.EE.B.4  Science MS PS.2-2 MS.PS.2-5 MS.PS.3-1 Ms.PS.3-5		

<b>Unit: 1 - Class Routines, Expectations, and Technology Use</b>	<b>Recommended Duration:</b> 3 Weeks (6 Classroom Sessions & 9 Lab Sessions)
<b>Unit Description:</b> Students will take part in a 3 week introduction unit that will focus on the learning and practicing of classroom procedures, rules, and expectations that will set the base for the 18 week Sports and Health Science semester. They will be introduced to the various forms of technology utilized in the sports and health classroom, including but not be limited to Google Classroom, G-mail, Wodify, Excel, and various pieces of fitness equipment that will be used to increase their cognitive and physical knowledge. They will learn the schedule as it pertains to the classroom and the fitness room and will gain practice in all the procedures and activities that will make up the entire 18 week semester course.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• Why is it important to establish routines and procedures in the classroom and fitness center?</li> <li>• How can organizational skills lead to my success as a learner and contributor to society?</li> <li>• How does discovering what type of learner a person is lead to one's success?</li> <li>• What can technology provide to you as a learner?</li> <li>• How can the incorporation of fitness tracing software lead to growth in the areas of my physical fitness and health?</li> <li>• How can data support my goal setting and success as a physical learner?</li> </ul>	<ul style="list-style-type: none"> <li>• Rules, procedures, routines, and organization provide the base of success in any life setting.</li> <li>• Incorporating organization into ones daily life is an essential life skill that leads to success.</li> <li>• Cooperation, communication, teamwork, and respect enhance the learning experience both in the classroom and the fitness room.</li> <li>• Technology and the incorporation of it into our daily life is and essential and time saving skill for one to master and use.</li> <li>• Goal setting and data collection leads to success in all areas of one's life.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Subject Area:</b> Comprehensive Physical Education and Health</p> <p>Power:</p> <p>2.1.8.A.1 2.2.8.A.2 2.2.8.A.3 2.2.8.C.1</p> <p>Supportive:</p> <p>2.1.8.E.2</p>	<p><i>1: Students will be able to understand, comprehend, and establish routines to be used in the classroom setting and fitness lab setting</i></p> <p><i>2: Students will be able to create personal portfolios of fitness records in order to track their individual progress.</i></p> <p><i>3: Students will be able to utilize and maintain a technology profile using Google Docs, Google Classroom, and Wodify</i></p>	<ol style="list-style-type: none"> <li>1. Students will be able to create and maintain an organized classroom fitness portfolio</li> <li>2. Learn and identify the class rules and expectations</li> <li>3. Become oriented with the fitness lab and its equipment</li> <li>4. List the safety procedures utilized the fitness lab</li> <li>5. Understand and learn procedures and schedule for lab days and classroom days</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
2.2.8.A.1 2.2.8.B.1 2.2.8.B.2  Math 7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D  Technology 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1		6. Set-up and maintain their Wodify fitness tracking profiles via the Internet 7. Set-up and practice using Google docs for documents, power-points, excel files, and email. 8. Join and participate in the Google Classroom

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Status Checks</li> <li>• Fitness Report Card Creation</li> <li>• Wodify Acct. Setup and Maintainance</li> </ul>	<ul style="list-style-type: none"> <li>• Written Unit Assessments</li> <li>• Lab Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Organized Notebook Checks</li> <li>• Wodify Weekly Login</li> <li>• Wodify Tracking of Workouts</li> <li>• Proper use and maintenance of fitness room and its equipment</li> <li>• Proper use and collaboration using The Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Set up and maintenance of a Sports and Health Science Notebook/ Portfolio</li> <li>• Wodify account creation</li> <li>• Google docs / Excel Fitness Report Card Creation and Update</li> <li>• Use and complete assignments in Google Classroom</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> <li>• Extra Time allowed on assessments and evaluations</li> <li>• Provide preferential seating</li> <li>• Scaling down or modifications to prescribed exercises or loads during workouts (WODS)</li> </ul>

**Instructional Strategies (*Robert Marzano's 41 Elements*):**

1. Provide clear learning goals and scales
2. Track student progress
3. Celebrate success
4. Establish class routines
5. Organize the physical layout of the classroom
6. Identify critical information
7. Organize students to interact with new knowledge
8. Preview new content
9. Chunk content into digestible bites
10. Process new information
11. Elaborate on new information
12. Record and represent knowledge
13. Reflect on learning
14. Review content
15. Organize students to practice and deepen knowledge
17. Examine similarities and differences
18. Examine errors in reasoning

**Instructional Strategies (*Robert Marzano's 41 Elements*):**

- 19. Practice skills, strategies, and processes
- 20. Revise knowledge
- 21. Organize students for cognitively complex task
- 23. Provide resources and guidance
- 24. Notice when students are not engaged
- 27. Use physical movement
- 28. Maintain a lively pace
- 29. Demonstrate intensity and enthusiasm
- 33. Demonstrate “withitness”
- 34. Apply consequences for lack of adherence to rules and procedures
- 35. Acknowledge adherence to rules and procedures
- 36. Understand students’ interests and background

**Possible Instructional Modifications /Accommodations/Differentiation:**

- Student Choice Activities
  - Differentiated Instruction
- Google Classroom
- Use Cueing strategies to help maintain focus.
- Provide periodic assistance with organization.
- Provide models for students to compare own work.
- Provide special equipment for students with special needs.

<b>Unit Vocabulary:</b>
<b>Essential:</b> routines, procedures, rules, fitness room, lab, class room, organization, portfolio, Google, Google Classroom, Wodify, goals, fitness cards, Excel, <b>Non-Essential:</b> login, uniforms, community, respect, listening skills, family, teamwork

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Mathematics: 7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D  Technology: 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	Technology: yes 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	<input type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy  <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input checked="" type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input checked="" type="checkbox"/> Life and Career Skills  <input type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input type="checkbox"/> Information Literacy

<b>Resources:</b>
<b>Texts/Materials:</b> Fitness for Life 2 <sup>nd</sup> Edition, Google Chrome Accts., Chromebooks, Wodify Application on Phones and login acct., Fitness Portfolio Binder, Google Classroom  <b>Major Assignments (required):</b>  <b>Fitness Report Card Creation</b> <b>Google Classroom Set-up</b> <b>Wodify Account Set-up, login, and Reservations</b> <b>Fitness Binder and Portfolio</b> <b>Learner Inventory</b>

**Resources:**

**Major Activities (required):**

**Update and Creation of Fitness Report Card**

**Sports and Health Science Pre-Test for Knowledge**

**Fitness Binder and Portfolio Creation and Updates**

**Silent Reading Book Selection**

**Google Classroom Introduction and Hands on Activities**

**Fitness Room Orientation**

**Physical Labs**

**Fitness Testing and Recording of Results**

<b>Unit: 2 – Nutrition Foundations and Fundamentals to Support Human Performance</b>	<b>Recommended Duration: 5 Weeks</b> <i>(10 Classroom Sessions &amp; 15 Lab Sessions)</i>
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**Unit Description:** Students will take part in a 5-week unit that will focus on the foundations of proper nutrition practices to support health and physically active lifestyles. They will learn, understand, identify, and practice the fundamentals necessary with changing ones’ diet to support human performance and to promote proper nutritional health. Data collection, macro calculating, and proper nutritional habits will be implemented into their daily life and goal setting to improve dietary choices each week will allow students to practice, learn, adapt, and make changes to their nutrition to support physical and cognitive performance.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How important of a role does a person diet play into one’s own health and well-being?</li> <li>• What are some of the choices we have when considering the type of diet lifestyle we choose to follow?</li> <li>• What is the importance of having a healthy diet lifestyle?</li> <li>• How is one’s performance affected by the food choices one makes?</li> <li>• What are macros and why are they important to our health?</li> <li>• How can tracking the food one eats help lead to a healthy eating lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition is the base for all things that we are in the areas of human body performance.</li> <li>• The diet lifestyle we choose has more of an effect on our daily lifestyle and performance than any other factor.</li> <li>• A diet is not for losing weight, a diet is a philosophy and a practice one performs to enhance one’s health based on one’s specific goals.</li> <li>• Technology and the incorporation of it into our daily nutritional habits is and essential and time saving skill for one to master and use.</li> <li>• Goal setting and data collection leads to success in one’s nutritional journey and is essential for optimal body performance.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Subject Area:</b> Comprehensive Physical Education and Health</p> <p>Primary: 2.1.8.B.1 2.1.8.B.2 2.1.8.B.3 2.1.8.B.4 2.1.12.B.1 2.1.12.B.3</p>	<p>1: <i>Students will be able to apply healthy nutritional habits implementing them in daily life.</i></p> <p>2. <i>Students will be able to track and analyze their daily nutritional intake and set goals for improvement.</i></p> <p>3. <i>Students will be able to understand the various types of diet theory and practice and make</i></p>	<ol style="list-style-type: none"> <li>1. Students will be able to understand and comprehend the importance of healthy eating habits</li> <li>2. Compare and contrast various types of diets (USDA, Paleo, Vegan, Vegetarian, Zone, Adkins, Flexible Eating Diet)</li> <li>3. Construct nutritional changes to their diet to enhance physical and cognitive performance</li> <li>4. Define various terms associated with nutritional concepts and theory</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
Secondary 2.2.8.A.2 2.2.8.B.3  Math 7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D 7.NS.3 7.EE.B.3 7.EE.B.  Technology 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	<i>educated decisions about their own diet choices and nutritional habits.</i>	5. Understand the differences between proteins, carbohydrates, and fats and how they affect the body 6. Recognize the contents and dangers associated with fast foods 7. Learn how to make good food choices 8. Learn how to grocery shop effectively 9. Understand and learn how to read food labels 10. Track and record daily food intake, sleep patterns, hydration levels, and make improvements based on data

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Status Checks</li> <li>• Fitness Report Card Updates and Maintenance</li> <li>• Wodify Acct. Setup and Maintenance</li> <li>• Food Tacking Journals – Weekly</li> <li>• Self-Assessment and Goal Setting Macros - Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Written Unit Assessments</li> <li>• Lab Evaluations</li> <li>• Nutritional Analysis Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Organized Notebook Checks</li> <li>• Wodify Weekly Login</li> <li>• Wodify Tracking of Workouts</li> <li>• Proper use and maintenance of fitness room and its equipment</li> <li>• Proper use and collaboration using The Google Classroom</li> <li>• Weekly Nutritional Journal Self Assessments</li> <li>• Macro Calculations and Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of a Sports and Health Science Notebook/ Portfolio</li> <li>• Wodify Workout Recording and Data collection</li> <li>• Google docs / Excel Fitness Report Card Update</li> <li>• Use and complete assignments in Google Classroom</li> <li>• Daily Nutritional Intake Tracking – Macros &amp; H2O</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<ul style="list-style-type: none"> <li>• Nutritional Intake Goal Setting – Weekly</li> <li>• Adoption and Practice of a Diet Philosophy – Theory</li> <li>• Nutritional</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> <li>• Extra Time allowed on assessments and evaluations</li> <li>• Provide preferential seating</li> <li>• Scaling down or modifications to prescribed exercises or loads during workouts (WODS)</li> </ul>

Instructional Strategies ( <i>Robert Marzano's 41 Elements</i> ):
<ol style="list-style-type: none"> <li>1. Provide clear learning goals and scales</li> <li>2. Track student progress</li> <li>3. Celebrate success</li> <li>4. Establish class routines</li> <li>5. Organize the physical layout of the classroom</li> <li>6. Identify critical information</li> <li>7. Organize students to interact with new knowledge</li> <li>8. Preview new content</li> <li>9. Chunk content into digestible bites</li> <li>10. Process new information</li> <li>11. Elaborate on new information</li> </ol>

**Instructional Strategies (*Robert Marzano's 41 Elements*):**

12. Record and represent knowledge
13. Reflect on learning
14. Review content
15. Organize students to practice and deepen knowledge
17. Examine similarities and differences
18. Examine errors in reasoning
19. Practice skills, strategies, and processes
20. Revise knowledge
21. Organize students for cognitively complex tasks
23. Provide resources and guidance
24. Notice when students are not engaged
27. Use physical movement
28. Maintain a lively pace
29. Demonstrate intensity and enthusiasm
33. Demonstrate “withitness”
34. Apply consequences for lack of adherence to rules and procedures
35. Acknowledge adherence to rules and procedures
36. Understand students’ interests and background

**Possible Instructional Modifications /Accommodations/Differentiation:**

- Student Choice Activities
  - Differentiated Instruction
- Google Classroom
- Use Cueing strategies to help maintain focus.
- Provide periodic assistance with organization.
- Provide models for students to compare own work.
- Provide special equipment for students with special needs.

**Unit Vocabulary:**

**Essential:** Wodify, Nutrition, Diet, Macronutrients, Micronutrients, Protein, Carbohydrates, Fat, Minerals, Vitamins, Water, Portions, Hand, Fist, Fingers, Paleo, Vegan, USDA, Processed, Whole, Fast Food, Soda. Meats, Vegetables, Grains, Nuts, Seeds, Oils, Sugar

**Non-Essential:** login, workout, physical, sedentary, breakfast, lunch, dinner, snacks,

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
Mathematics: 7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D 7.NS.3 7.EE.B.3 7.EE.B.  Technology: 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	Technology: 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	__x__ Global Awareness  ____ Civic Literacy  __x__ Financial, Economic, Business, & Entrepreneurial Literacy  __x__ Health Literacy	____ Creativity & Innovation  ____ Media Literacy  __x__ Critical Thinking and Problem Solving  __x__ Life and Career Skills  __x__ Information & Communication Technologies Literacy  __x__ Communication & Collaboration  ____ Information Literacy

**Resources:**

**Texts/Materials:** Fitness for Life 2<sup>nd</sup> Edition, Google Chrome Accts., Chromebooks, Wodify Application on Phones and login acct., Fitness Portfolio Binder, Google Classroom, My Fitness Pal, Flexible Eating Blueprint, Crossfit Journal, Metcon Magazine,

**Major Assignments (required):**

**Fitness Report Card Update**

**Google Classroom Activites**

**Wodify Account, login, and Reservations**

**Fitness Binder and Portfolio**

**Nutritional Inventory**

**Nutritional Journal and Goal Setting**

**Macro and H2o Weekly Tracking**

**Macro % Calculations Self Assess – Weekly**

**Major Activities (required):**

**Update Fitness Report Card**

**Sports and Health Science Nutritional Inventory and Goal Setting Assessment**

**Fitness Binder and Portfolio Updates**

**Silent Reading Book Selection**

**Google Classroom Hands on Activities - Nutrition**

**Nutritional Assessments – Weekly**

**Food Guide Pyramid Compare/Contrast**

**Food Documentaries + Activities**

**Food / Nutritional Research and Poster Project**

**Food Tracking – weekly**

**Nutritional Hands-on Practice and Implementation**

**Guest Speaker – Nutritional Practices and Theory**

**Physical Labs**

**Fitness Testing and Recording of Results**

<b>Unit: 3 – Foundations of Fitness and Human Movement</b>	<b>Recommended Duration: 4 Weeks</b> (8 Classroom Sessions & 12 Lab Sessions)
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**Unit Description:** Students will take part in a 4 week unit that will focus on the 5 fitness components, cardiovascular fitness, the 9 foundational movements of fitness, the 10 physical skills of sport and fitness, and learn how these fundamentals and methods can be used to increase a person’s overall health and fitness. Students will learn, recognize, identify, classify, and build proper workout components to use in their everyday lives. Identifying movements based on their specific components and prescribing specific movements based on individual needs will be a major focus of this unit. Students will gain experience evaluating proper and incorrect movement patterns using video, personal observation, and peer coaching and will gain experience building and implementing the proper fitness prescription in workouts designed for the fitness room, gym, or outside activity area.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• What is Fitness?</li> <li>• What are the Five Fitness Components and how do they relate to my fitness practices?</li> <li>• What is Functional fitness/CrossFit?</li> <li>• How does sport play a role in my overall fitness and health?</li> <li>• What are the 10 Physical Skills associated with Sports and Movement?</li> <li>• What do all quality fitness programs and practices contain?</li> <li>• What is the importance of regular mobility practice in relation to how our body is designed to work and move?</li> <li>• How can overall movement practices be refined and improved to enhance human performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness can be defined and needs to be practiced</li> <li>• All individuals have an “Athlete” inside them.</li> <li>• Fitness can be practice in various forms. (Sport, Lifestyle Choices, Organized Routines)</li> <li>• Fitness is an essential part to one’s overall health and well-being.</li> <li>• Fitness can be different for everyone, but it needs to be FUN.</li> <li>• The body was built to move and must be moved on a regular basis to perform at its best.</li> <li>• Tracking one’s fitness journey leads to better performance, better self-esteem, and success.</li> <li>• Goal setting is an essential part on one’s fitness journey.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Subject Area:</b> Comprehensive Physical Education and Health</p> <p>Power: 2.5.8.A.1 2.5.8.A.2 2.5.8.A.4 2.5.8.B.2</p>	<p><i>1: Students will be able to understand basic fitness concepts, principles, and methodologies.</i></p> <p><i>2: Students will be able to distinguish the differences between the 5 fitness components and apply this knowledge to show physical competence in each component.</i></p>	<ol style="list-style-type: none"> <li>1. Students will be able to understand and recognize the importance of fitness testing</li> <li>2. Distinguish and Identify various fitness tests and the 5 fitness components</li> <li>3. Recall and practice safe workout habits</li> <li>4. Demonstrate and coach proper fitness exercise techniques</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>2.5.8.C.2</p> <p>Supportive:</p> <p>2.1.8.A.1 2.1.8.A.2 2.1.8.A.3 2.1.8.D.1</p> <p><b>Interdisciplinary:</b></p> <p>Technology</p> <p>8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1</p> <p>Math</p> <p>7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D 7.NS.3 7.EE.B.3 7.EE.B.</p>	<p><i>3. Students will be able to compare and contrast various types of exercises and workouts and connect them to a specific fitness component.</i></p> <p><i>4. Students will be able to track their workout progress using Wodify, set goals, and show growth in all areas of human movement and performance.</i></p>	<p>5. Recall and recognize the parts of a complete workout routine</p> <p>6. Understand and explain the various types of workouts</p> <p>7. Make connections to physical movement and exercises and the body</p> <p>8. Identify and recognize the 10 CrossFit Physical Skills</p> <p>9. List and explain the 5 fitness components</p> <p>10. Recognize and explain the fitness pyramid</p> <p>11. Measure and record resting heart rates, exercise heart rates, and calculate target heart rates manually and using heart rate monitors</p> <p>12. Define fitness.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Status Checks</li> <li>• Fitness Report Card Updates and Maintenance</li> <li>• Wodify Acct. Setup and</li> </ul>	<ul style="list-style-type: none"> <li>• Written Unit Assessments</li> <li>• Lab Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Organized Notebook Checks</li> <li>• Wodify Weekly Login</li> <li>• Wodify Tracking of Workouts</li> <li>• Proper use and maintenance of</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of a Sports and Health Science Notebook/ Portfolio</li> <li>• Wodify Workout Recording and Data collection</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Maintenance</p> <ul style="list-style-type: none"> <li>• Food Tacking Journals – Weekly</li> <li>• Self Assessment and Goal Setting Macros – Weekly</li> <li>• Fitness testing</li> <li>• WOD participation and recording</li> <li>• Video Analysis and Photo Analysis of Movement</li> </ul>		<p>fitness room and its equipment</p> <ul style="list-style-type: none"> <li>• Proper use and collaboration using The Google Classroom</li> <li>• Weekly Nutritional Journal Self Assessments</li> <li>• Macro Calculations and Goal Setting</li> <li>• WOD (Workouts of the Day)</li> </ul>	<ul style="list-style-type: none"> <li>• Google docs / Excel Fitness Report Card Update</li> <li>• Use and complete assignments in Google Classroom</li> <li>• Daily Nutritional Intake Tracking – Macros &amp; H2O</li> <li>• Nutritional Intake Goal Setting – Weekly</li> <li>• Adoption and Practice of a Diet Philosophy – Theory</li> <li>• Compare and Contrast Fitness Components</li> <li>• Build Your Own Workout</li> <li>• WOD Performance Tracking</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> <li>• Extra Time allowed on assessments and evaluations</li> <li>• Provide preferential seating</li> <li>• Scaling down or modifications to prescribed exercises or loads during workouts (WODS)</li> </ul>

Instructional Strategies ( <i>Robert Marzano's 41 Elements</i> ):
<ol style="list-style-type: none"> <li>1. Provide clear learning goals and scales</li> <li>2. Track student progress</li> <li>3. Celebrate success</li> <li>4. Establish class routines</li> <li>5. Organize the physical layout of the classroom</li> </ol>

**Instructional Strategies (*Robert Marzano's 41 Elements*):**

6. Identify critical information
7. Organize students to interact with new knowledge
8. Preview new content
9. Chunk content into digestible bites
10. Process new information
11. Elaborate on new information
12. Record and represent knowledge
13. Reflect on learning
14. Review content
15. Organize students to practice and deepen knowledge
17. Examine similarities and differences
18. Examine errors in reasoning
19. Practice skills, strategies, and processes
20. Revise knowledge
21. Organize students for cognitively complex tasks
23. Provide resources and guidance
24. Notice when students are not engaged
27. Use physical movement

**Instructional Strategies (Robert Marzano’s 41 Elements):**

- 28. Maintain a lively pace
- 29. Demonstrate intensity and enthusiasm
- 33. Demonstrate “withitness”
- 34. Apply consequences for lack of adherence to rules and procedures
- 35. Acknowledge adherence to rules and procedures
- 36. Understand students’ interests and background

**Possible Instructional Modifications /Accommodations/Differentiation:**

- Student Choice Activities
  - Differentiated Instruction
- Google Classroom
- Use Cueing strategies to help maintain focus.
- Provide periodic assistance with organization.
- Provide models for students to compare own work.
- Provide special equipment for students with special needs.

**Unit Vocabulary:**

**Essential:** Wodify, Fitness, Sport, Speed, Agility, Mus. Strength, Cardiovascular Endurance, Speed, Stamina, Power, Flexibility, Coordination, Balance, Force, Bio Mechanics, Endurance, Weight, Barbell, dumbbell, C2 Rower, Assault Bike, Pull-up, Push-up, Box Jump, Hollow Body, Core, Mobility, Posterior Chain, Deadlift, Push Press, Snatch, Clean, Jerk, Med Ball,  
**Non-Essential:** log-in, workout, plates, balls, rings, bands

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
Mathematics: 7.RP.A.1 7.RP.A.2	Technology: yes 8.1.8.A.5 8.1.8.A.2	__x__ Global Awareness  ___ Civic Literacy	__x_ Creativity & Innovation  ___ Media Literacy

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
7.NS.1.A 7.NS.2.D 7.NS.3 7.EE.B.3  Technology: 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	___ Financial, Economic, Business, & Entrepreneurial Literacy  ___x___ Health Literacy	___x___ Critical Thinking and Problem Solving  ___x___ Life and Career Skills  ___x___ Information & Communication Technologies Literacy  ___x___ Communication & Collaboration  ___ Information Literacy

Resources:
<p><b>Texts/Materials:</b> Fitness for Life 2<sup>nd</sup> Edition, Google Chrome Accts., Chromebooks, Wodify Application on Phones and login acct., Fitness Portfolio Binder, Google Classroom, My Fitness Pal, Flexible Eating Blueprint, Crossfit Journal, Metcon Magazine,</p> <p><b>Major Assignments (required):</b></p> <p>Fitness Report Card Update            Google Classroom Activities            Wodify Account, login, and Reservations            Fitness Binder and Portfolio            Macro and H2o Weekly Tracking            Macro % Calculations Self Assess – Weekly            WODs (Workouts of the Day)</p> <p><b>Major Activities (required):</b></p> <p>Update Fitness Report Card            Fitness Binder and Portfolio Updates            Silent Reading Book Selection            Google Classroom Hands on Activities - Fitness</p>

**Resources:**

**Nutritional Assessments – Weekly**

**Food Tracking – weekly**

**Nutritional Hands-on Practice and Implementation**

**Physical Labs**

**Wodify Use and Recording**

**Fitness(Workouts of the Day)**

<b>Unit: 4 – The Human Body and It’s Systems</b>	<b>Recommended Duration: 5 Weeks</b> <i>(10 Classroom Sessions &amp; 15 Lab Sessions)</i>
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**Unit Description:** Students will take part in a 5-week unit focusing on the human body and its components. A focus on various body systems will be taught including but not limited to the Muscular system, Skeletal System, Circulatory System, Respiratory System, and Nervous System. A focus on the make-up and function of each system, including how each system plays a role in the physical and cognitive success of the human body will be explored, discussed, and assessed throughout the unit. Students will be expected to understand, identify, compare, and connect the body systems and their individual parts and recognize how each can have a major impact on the other. Proper system maintenance will be discussed and practices and techniques will be shared and taught to help students understand the body’s amazing potential and possibilities both physically and cognitively.

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How does the Skeletal and Muscular Systems work together?</li> <li>• What is the function and form of our Skeletal System?</li> <li>• What is the function and form of our Muscular System?</li> <li>• How does exercise affect our body’s systems?</li> <li>• What organs make up the Respiratory and Circulatory Systems?</li> <li>• How do levers work and how do they play a role in our body?</li> <li>• What is the function of the heart and how is it affected by regular exercise and proper nutrition?</li> <li>• What function do our heart and lungs play in our Circulatory System and how does this system change with exercise?</li> </ul>	<ul style="list-style-type: none"> <li>• The human body is an incredible machine that need to be maintained and taken care of by proper nutrition, adequate sleep, regular exercise and mobility practice, and continued learning and understanding of a healthy lifestyle.</li> <li>• The Skeletal System and its components are essential for proper movement and body mechanics.</li> <li>• The Muscular System works in conjunction with the Skeletal System to form a system of levers that allow dynamic movement.</li> <li>• The heart is one of the most important organs in the body and needs to be taken care of for long-term use.</li> <li>• The body systems work in conjunction with each other to allow for proper body function.</li> <li>• Proper Nutrition and Physical Movement practice enhances the body’s ability to function properly and function efficiently over the course of a lifetime.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Subject Area:</b> Comprehensive Physical Education and Health</p> <p>Power: 2.6.8.A.1 2.6.8.A.3</p>	<p><i>1: Students will be able to apply components of the systems of the body to overall physical health.</i></p> <p><i>2. Students will be able to recognize and make connections about the Muscular System, Skeletal System, Circulatory System, Respiratory System,</i></p>	<ol style="list-style-type: none"> <li>1. Students will be able to identify, label and explain the muscular system and its function.</li> <li>2. Identify, label, and explain the skeletal system and its function.</li> <li>3. Recognize and label the various muscles and bones in the body.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>2.6.8.A.4</p> <p>Secondary:</p> <p>2.2.8.B.3 2.2.8.D.2 2.2.8.E.1 2.2.8.E.2</p> <p><b>Interdisciplinary:</b></p> <p>Technology</p> <p>8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1</p> <p>Math</p> <p>7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D 7.NS.3 7.EE.B.3 7.EE.B</p>	<p><i>and Sensory System and how they affect our daily lifestyle habits and routines.</i></p> <p><i>3. Students will be able to assess and make decisions in their daily lives to support proper organ functions and maintenance</i></p>	<p>4. Make connections between the muscle of the human body and exercises that improves them.</p> <p>5. Compare and contrast the various systems and their functions in the body.</p> <p>6. Identify and recall the various organs of the body and their functions.</p> <p>7. Make connections to life decisions and the effects they may have on the body's organs.</p> <p>8. Understand and comprehend the importance of protecting and respecting the body and how it functions.</p> <p>9. Compare and contrast various diseases the body and its systems may have to fight off.</p> <p>10. Learn and implement procedures a person can take to protect the body and its functions.</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>Status Checks</li> <li>Fitness Report Card Updates and Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Written Unit Assessments</li> <li>Muscular &amp; Skeletal System Models</li> </ul>	<ul style="list-style-type: none"> <li>Organized Notebook Checks</li> <li>Wodify Weekly Login</li> <li>Wodify Tracking of Workouts</li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of a Sports and Health Science Notebook/ Portfolio</li> <li>Wodify Workout Recording and Data</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Wodify Acct. Setup and Maintenance</li> <li>• Food Tacking Journals – Weekly</li> <li>• Self-Assessment and Goal Setting Macros – Weekly</li> <li>• Fitness testing</li> <li>• WOD participation and recording</li> <li>• Video Analysis and Photo Analysis of Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Lab Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Proper use and maintenance of fitness room and its equipment</li> <li>• Proper use and collaboration using The Google Classroom</li> <li>• Weekly Nutritional Journal Self Assessments</li> <li>• Skeletal System Identification</li> <li>• Muscular System Identification</li> <li>• Heart Rate Measuring</li> <li>• WOD (Workouts of the Day)</li> </ul>	<ul style="list-style-type: none"> <li>collection</li> <li>• Google docs / Excel Fitness Report Card Update</li> <li>• Use and complete assignments in Google Classroom</li> <li>• Daily Nutritional Intake Tracking – Macros &amp; H2O</li> <li>• Body Systems Model</li> <li>• Muscles Identification and Connection to Exercise</li> <li>• Bone Identification and Connection to Exercise</li> <li>• The Heart Model Build and Label</li> <li>• Heart Rate Monitoring and Comparison (Exercise vs. Resting)</li> <li>• WOD Performance Tracking</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> <li>• Extra Time allowed on assessments and evaluations</li> <li>• Provide preferential seating</li> <li>• Scaling down or modifications to prescribed exercises or loads during workouts (WODS)</li> </ul>

Instructional Strategies ( <i>Robert Marzano's 41 Elements</i> ):
<ol style="list-style-type: none"> <li>1. Provide clear learning goals and scales</li> <li>2. Track student progress</li> <li>3. Celebrate success</li> <li>4. Establish class routines</li> </ol>

**Instructional Strategies (*Robert Marzano's 41 Elements*):**

5. Organize the physical layout of the classroom
6. Identify critical information
7. Organize students to interact with new knowledge
8. Preview new content
9. Chunk content into digestible bites
10. Process new information
11. Elaborate on new information
12. Record and represent knowledge
13. Reflect on learning
14. Review content
15. Organize students to practice and deepen knowledge
17. Examine similarities and differences
18. Examine errors in reasoning
19. Practice skills, strategies, and processes
20. Revise knowledge
21. Organize students for cognitively complex tasks
23. Provide resources and guidance
24. Notice when students are not engaged

**Instructional Strategies (Robert Marzano's 41 Elements):**

- 27. Use physical movement
- 28. Maintain a lively pace
- 29. Demonstrate intensity and enthusiasm
- 33. Demonstrate "withitness"
- 34. Apply consequences for lack of adherence to rules and procedures
- 35. Acknowledge adherence to rules and procedures
- 36. Understand students' interests and background

**Possible Instructional Modifications /Accommodations/Differentiation:**

- Student Choice Activities
  - Differentiated Instruction
- Google Classroom
- Use Cueing strategies to help maintain focus.
- Provide periodic assistance with organization.
- Provide models for students to compare own work.
- Provide special equipment for students with special needs.

**Unit Vocabulary:**

**Essential:** Human Body, Skeletal, Muscular, Circulatory, Respiratory, bone, muscle, tendons, ligaments, marrow, hard bone, 15-20 bones in the body (varies), 15-20 muscles in the body (varies), heart, arteries, veins, chambers, aorta, joints, fast twitch, slow twitch, levers, concentric, eccentric, uni-axial, bi -axial, multi -axial

**Non-Essential:** systems, tissue, connective, Actin, Myosin, fibers

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
Mathematics: x 7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D 7.NS.3 7.EE.B.3 7.EE.B  Technology: 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	Technology: yes 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	<input checked="" type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy  <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input checked="" type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input checked="" type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input type="checkbox"/> Information Literacy

Resources:
<p><b>Texts/Materials:</b> Fitness for Life 2<sup>nd</sup> Edition, Google Chrome Accts., Chromebooks, Wodify Application on Phones and login acct., Fitness Portfolio Binder, Google Classroom, My Fitness Pal, Flexible Eating Blueprint, Crossfit Journal, Metcon Magazine,</p> <p><b>Major Assignments (required):</b></p> <p><b>Fitness Report Card Update</b>  <b>Google Classroom Activites</b>  <b>Wodify Account, login, and Reservations</b>  <b>Fitness Binder and Portfolio</b>  <b>Macro and H2o Weekly Tracking</b>  <b>Macro % Calculations Self Assess – Weekly</b>  <b>WODs (Workouts of the Day)</b>  <b>Muscle and Skeleton Model Building</b>  <b>Muscle and Bone Identification</b>  <b>Axial Skeleton Model</b></p>

**Resources:**

**Major Activities (required):**

**Update Fitness Report Card**

**Fitness Binder and Portfolio Updates**

**Silent Reading Book Selection**

**Google Classroom Hands on Activities – Human Body & Systems**

**Nutritional Assessments – Weekly**

**Food Tracking – weekly**

**Nutritional Hands-on Practice and Implementation**

**Physical Labs**

**Wodify Use and Recording**

**Fitness(Workouts of the Day)**

**Muscle and Bone Lab Evaluations (Identify and Organize)**

**Classroom Notes and Powerpoint Presentations**

**Human Body Movement and Assessment – Video Analysis**

**Testing and Measurement Data Collection – Height, Weight, BMI, Blood Pressure, Body Fat, Heart Rate (Resting vs. Exercise)**

<b>Unit: 5 – Careers in Health, Fitness, and Human Performance</b>	<b>Recommended Duration: 2 Weeks</b> (4 Classroom Sessions & 6 Lab Sessions)
<b>Unit Description:</b> Students will take part in a 2- week unit that will explore the various careers that can be associated with the Sports and Health Science fields. Education requirements, programs based on college choice, salary guides, professional tracks, and opportunities associated with this field of careers will be researched, shared, and discussed in this unit. High school opportunities in the various academies and allied health track at Kingsway will be shared and information and opportunities will be shared with students as they prepare to move onto the high school.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• What types of careers are available in the allied health field?</li> <li>• What type of education will prepare me for a career in the Sports and Health Sciences?</li> <li>• What amount of money and what type of schedule is associated with jobs in the health and sports science fields?</li> <li>• Are these types of jobs limited to certain areas of career development or can they be found in many different types of careers?</li> <li>• Where are these jobs located?</li> <li>• What types of classes make up the biggest part of these fields education programs?</li> <li>• Do all colleges offer these career education programs?</li> </ul>	<ul style="list-style-type: none"> <li>• Many careers can be found in the allied health field.</li> <li>• Careers in this field can vary based on educational requirements needed and opportunities available in certain areas</li> <li>• Many levels of training can take place outside the traditional educational setting (videos, seminars, internet, specific training, etc.)</li> <li>• Salaries can vary based on location, job type, and need.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Subject Area:</b> Comprehensive Physical Education and Health</p> <p><b>Power:</b> 2.2.8.E.1 2.2.8.E.2 2.5.8.C.3</p> <p><b>Secondary:</b> 2.2.12.E.1</p>	<p><i>1: Students will explore and gain knowledge about careers and opportunities in the Health, Fitness, and Human Performance field.</i></p> <p><i>2: Students will understand and research the education, jobs, opportunities, and salaries associated with careers in the Health, Fitness, and Human Performance field.</i></p>	<ol style="list-style-type: none"> <li>1. Research jobs in the Sports and Health Sciences.</li> <li>2. Understand and learn the requirements needed to earn a job in the allied health field.</li> <li>3. Compare and contrast various job requirements and salary guides in the Sports and Health Sciences.</li> <li>4. Gain knowledge in the various types of jobs available in the allied health field.</li> <li>5. Identify and recall terms associated with career development, salary, and advanced education.</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<b>Interdisciplinary:</b> Technology 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Status Checks</li> <li>• Fitness Report Card Updates and Maintenance</li> <li>• Wodify Acct. Setup and Maintenance</li> <li>• Food Tacking Journals – Weekly</li> <li>• Self Assessment and Goal Setting Macros – Weekly</li> <li>• Fitness testing</li> <li>• WOD participation and recording</li> <li>• Career research project</li> </ul>	<ul style="list-style-type: none"> <li>• Written Unit Assessments</li> <li>• Lab Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Organized Notebook Checks</li> <li>• Wodify Weekly Login</li> <li>• Wodify Tracking of Workouts</li> <li>• Proper use and maintenance of fitness room and its equipment</li> <li>• Proper use and collaboration using The Google Classroom</li> <li>• Weekly Nutritional Journal Self Assessments</li> <li>• WOD (Workouts of the Day)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of a Sports and Health Science Notebook/ Portfolio</li> <li>• Wodify Workout Recording and Data collection</li> <li>• Google docs / Excel Fitness Report Card Update</li> <li>• Use and complete assignments in Google Classroom</li> <li>• Daily Nutritional Intake Tracking – Macros &amp; H2O</li> <li>• WOD Performance Tracking</li> <li>• Power-point and Classroom discussions</li> <li>• Guest Speakers</li> <li>• Career research project</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> <li>• Extra Time allowed on assessments and evaluations</li> <li>• Provide preferential seating</li> <li>• Scaling down or modifications to prescribed exercises or loads during workouts (WODS)</li> </ul>

**Instructional Strategies (*Robert Marzano's 41 Elements*):**

1. Provide clear learning goals and scales
2. Track student progress
3. Celebrate success
4. Establish class routines
5. Organize the physical layout of the classroom
6. Identify critical information
7. Organize students to interact with new knowledge
8. Preview new content
9. Chunk content into digestible bites
10. Process new information
11. Elaborate on new information
12. Record and represent knowledge
13. Reflect on learning
14. Review content
15. Organize students to practice and deepen knowledge
17. Examine similarities and differences
18. Examine errors in reasoning

**Instructional Strategies (*Robert Marzano's 41 Elements*):**

- 19. Practice skills, strategies, and processes
- 20. Revise knowledge
- 21. Organize students for cognitively complex tasks
- 23. Provide resources and guidance
- 24. Notice when students are not engaged
- 27. Use physical movement
- 28. Maintain a lively pace
- 29. Demonstrate intensity and enthusiasm
- 33. Demonstrate “withitness”
- 34. Apply consequences for lack of adherence to rules and procedures
- 35. Acknowledge adherence to rules and procedures
- 36. Understand students’ interests and background

**Possible Instructional Modifications /Accommodations/Differentiation:**

- Student Choice Activities
  - Differentiated Instruction
- Google Classroom
- Use Cueing strategies to help maintain focus.
- Provide periodic assistance with organization.
- Provide models for students to compare own work.
- Provide special equipment for students with special needs.

<b>Unit Vocabulary:</b>
<b>Essential:</b> Career, salary, allied health, trainer, sports medicine, strength coach, fitness professionals, nurse, PT, doctors, pre-med, scholarships, military, police, fire, EMT, Medics, Chiropractors, coaches
<b>Non-Essential:</b> education, school, medicine

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Technology: x 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	Technology: yes 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	<input checked="" type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy  <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input checked="" type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input checked="" type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input type="checkbox"/> Information Literacy

<b>Resources:</b>
<b>Texts/Materials:</b> Fitness for Life 2 <sup>nd</sup> Edition, Google Chrome Accts., Chromebooks, Wodify Application on Phones and login acct., Fitness Portfolio Binder, Google Classroom, My Fitness Pal, Flexible Eating Blueprint, Crossfit Journal, Metcon Magazine,
<b>Major Assignments (required):</b>
Fitness Report Card Update Google Classroom Activities Wodify Account, login, and Reservations Fitness Binder and Portfolio Macro and H2o Weekly Tracking

**Resources:**

**Macro % Calculations Self Assess – Weekly**

**WODs (Workouts of the Day)**

**Career Research Project**

**Guest speakers**

**Major Activities (required):**

**Update Fitness Report Card**

**Fitness Binder and Portfolio Updates**

**Silent Reading Book Selection**

**Google Classroom Hands on Activities – Human Body & Systems**

**Nutritional Assessments – Weekly**

**Food Tracking – weekly**

**Nutritional Hands-on Practice and Implementation**

**Physical Labs**

**Wodify Use and Recording**

**Fitness(Workouts of the Day)**

**Classroom Notes and Power-point Presentations**

**Career Research Project**

<b>Unit: 1B – Fitness Labs</b>	<b>Recommended Duration: 18 Weeks</b> <i>(54 Lab Sessions)</i>
<b>Unit Description:</b> Students will take part in 3 physical labs per week focusing on the fitness components, physical skills, and methodologies taught and performed to enhance their individual physical performance levels and develop healthy lifestyle habits. Individual, team, and small group practice session and physical workouts will be the focus of these 54 lab sessions. Each session will be specifically programed to help growth physically, mentally, and socially across the entire population of students. Physical testing sessions will be included in the 54 sessions to measure base line fitness levels and to measure growth throughout the 18-week programming. All students will be responsible for tracking their workouts using the classroom Wodify software and the Wodify app on their personal technology devices.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• What is Fitness?</li> <li>• What are the Five Fitness Components and how do they relate to my fitness practices?</li> <li>• What is Functional fitness/ Crossfit?</li> <li>• How does sport play a role in my overall fitness and health?</li> <li>• What are the 10 Physical Skills associated with Sports and Movement?</li> <li>• What do all quality fitness programs and practices contain?</li> <li>• What is the importance of regular mobility practice in relation to how our body is designed to work and move?</li> <li>• How can overall movement practices be refined and improved to enhance human performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness can be defined and needs to be practiced</li> <li>• All individuals have an “Athlete” inside them.</li> <li>• Fitness can be practice in various forms. (Sport, Lifestyle Choices, Organized Routines)</li> <li>• Fitness is an essential part to one’s overall health and well-being.</li> <li>• Fitness can be different for everyone, but it needs to be FUN.</li> <li>• The body was built to move and must be moved on a regular basis to perform at it’s best.</li> <li>• Tracking one’s fitness journey leads to better performance, better self esteem, and success.</li> <li>• Goal setting is an essential part on one’s fitness journey.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p><b>Subject Area:</b> Comprehensive Physical Education and Health</p> <p><b>Subject Area:</b> Comprehensive Physical Education and Health</p> <p>2.1.8.A.1 2.1.8.A.2 2.1.8.A.3</p>	<p><i>1. Students will be able understand and implement proper physical fitness methodologies and techniques in their daily lives.</i></p> <p><i>2. Students will be able to analyze, develop, adjust, and record workouts and workout data to show improvement and growth over the period of a school year.</i></p>	<ol style="list-style-type: none"> <li>1. Students will be able to learn, practice, demonstrate, and coach various physical movements</li> <li>2. Perform and demonstrate various Olympic lifting movements (squat, push press, hang clean, snatch, clean &amp; jerk)</li> <li>3. Define and perform a WOD, AMRAP, EMOM, TABATA</li> </ol>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>2.1.8.B.2 2.1.8.B.3 2.1.8.D.1 2.1.8.E.4 2.2.8.A.2 2.2.8.B.3 2.2.8.C.1 2.5.8.A.1 2.5.8.A.2 2.5.8.A.3 2.5.8.A.4 2.5.8.B.1 2.5.8.B.2 2.5.8.B.3 2.5.8.C.1 2.5.8.C.2 2.6.8.A.1 2.6.8.A.2</p> <p><b>Interdisciplinary:</b></p> <p>Technology</p> <p>8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1</p> <p>Math</p> <p>7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D</p>		<p>4. Record and track physical fitness performance with Wodify</p> <p>5. List, recall, perform, and improve the 10 Crossfit Physical Skills (Stamina, strength, cardio respiratory endurance, accuracy, power, agility, speed, flexibility,</p> <p>6. Define and practice various mobility and flexibility movements</p> <p>7. Evaluate and assess movement and mobility patterns via video and make adjustments for improvement</p> <p>8. Improve physical posture</p> <p>9. Develop and maintain proper functional movement patterns</p> <p>10. Make cognitive connections to various movement patterns and methodologies in a physical setting</p> <p>11. Coach, encourage, and teach peers in small group settings</p> <p>12. Develop and learn the skills necessary to create, implement, and maintain a personalized fitness program</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
7.NS.3 7.EE.B.3 7.EE.B.4  Science MS PS.2-2 MS.PS.2-5 MS.PS.3-1 Ms.PS.3-5		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Status Checks</li> <li>• Fitness Report Card Updates and Maintenance</li> <li>• Wodify Acct. Setup and Maintenance</li> <li>• Food Tacking Journals – Weekly</li> <li>• Self-Assessment and Goal Setting Macros – Weekly</li> <li>• Fitness testing</li> <li>• WOD participation and recording</li> </ul>	<ul style="list-style-type: none"> <li>• Written Unit Assessments</li> <li>• Lab Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Organized Notebook Checks</li> <li>• Wodify Weekly Login</li> <li>• Wodify Tracking of Workouts</li> <li>• Proper use and maintenance of fitness room and its equipment</li> <li>• Proper use and collaboration using The Google Classroom</li> <li>• Weekly Nutritional Journal Self Assessments</li> <li>• WOD (Workouts of the Day)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of a Sports and Health Science Notebook/ Portfolio</li> <li>• Wodify Workout Recording and Data collection</li> <li>• Google docs / Excel Fitness Report Card Update</li> <li>• Use and complete assignments in Google Classroom</li> <li>• Daily Nutritional Intake Tracking – Macros &amp; H2O</li> <li>• WOD Performance Tracking</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> <li>• Extra Time allowed on assessments and evaluations</li> <li>• Provide preferential seating</li> <li>• Scaling down or modifications to prescribed exercises or loads during workouts (WODS)</li> </ul>

**Instructional Strategies (*Robert Marzano's 41 Elements*):**

1. Provide clear learning goals and scales
2. Track student progress
3. Celebrate success
4. Establish class routines
5. Organize the physical layout of the classroom
6. Identify critical information
7. Organize students to interact with new knowledge
8. Preview new content
9. Chunk content into digestible bites
10. Process new information
11. Elaborate on new information
12. Record and represent knowledge
13. Reflect on learning
14. Review content
15. Organize students to practice and deepen knowledge
17. Examine similarities and differences
18. Examine errors in reasoning
19. Practice skills, strategies, and processes

**Instructional Strategies (Robert Marzano's 41 Elements):**

- 20. Revise knowledge
- 21. Organize students for cognitively complex tasks
- 23. Provide resources and guidance
- 24. Notice when students are not engaged
- 27. Use physical movement
- 28. Maintain a lively pace
- 29. Demonstrate intensity and enthusiasm
- 33. Demonstrate “withitness”
- 34. Apply consequences for lack of adherence to rules and procedures
- 35. Acknowledge adherence to rules and procedures
- 36. Understand students’ interests and background

**Possible Instructional Modifications /Accommodations/Differentiation:**

- Student Choice Activities
  - Differentiated Instruction
- Google Classroom
- Use Cueing strategies to help maintain focus.
- Provide periodic assistance with organization.
- Provide models for students to compare own work.
- Provide special equipment for students with special needs.

**Unit Vocabulary:**

**Essential:** WOD, bar, plates, equipment (various types)

**Non-Essential:**

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
Mathematics: x 7.RP.A.1 7.RP.A.2 7.NS.1.A 7.NS.2.D 7.NS.3 7.EE.B.3 7.EE.B.4  Science: MS.PS.2-2 MS.PS.2-5 MS.PS.3-1 Ms.PS.3-5  Technology: 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	Technology: yes 8.1.8.A.5 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5 8.1.8.E.1	<input checked="" type="checkbox"/> Global Awareness  <input type="checkbox"/> Civic Literacy  <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input checked="" type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input checked="" type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input type="checkbox"/> Information Literacy

Resources:
<p><b>Texts/Materials:</b> Fitness for Life 2<sup>nd</sup> Edition, Google Chrome Accts., Chromebooks, Wodify Application on Phones and login acct., Fitness Portfolio Binder, Google Classroom, My Fitness Pal, Flexible Eating Blueprint, Crossfit Journal, Metcon Magazine,</p> <p><b>Major Assignments (required):</b></p> <p><b>Fitness Report Card Update</b>  <b>Google Classroom Activites</b>  <b>Wodify Account, login, and Reservations</b>  <b>Fitness Binder and Portfolio</b></p>

**Resources:**

**Macro and H2o Weekly Tracking**  
**Macro % Calculations Self Assess – Weekly**  
**WODs (Workouts of the Day)**  
**Hands Only CPR Guide**  
**CPR Mannequins**  
**AED Guide**  
**AED Training Device**  
**Steroid Research and Pamphlet**  
**Supplementation Research and Pamphlet**

**Major Activities (required):**

**Update Fitness Report Card**  
**Fitness Binder and Portfolio Updates**  
**Silent Reading Book Selection**  
**Google Classroom Hands on Activities – Human Body & Systems**  
**Nutritional Assessments – Weekly**  
**Food Tracking – weekly**  
**Nutritional Hands-on Practice and Implementation**  
**Physical Labs**  
**Wodify Use and Recording**  
**Fitness(Workouts of the Day)**