



STRENGTH & CONDITIONING CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born on May 14, 2020

Strength & CONDITIONING Curriculum

Middle Township High School

Created and Developed by: Matt Wolf

2019-2020

Subject: Health and Physical Education

Course: Strength & Fitness

Grades: 10-12

| Unit of Study | 1. Goal Setting, Planning, Tracking and Reflecting (Weeks 1-2, 27-29, 36) (6 Weeks) |
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| Stage 1 Desired Result | |
| Established Goals: New Jersey Student Learning Standards | <i>Comprehensive Health and Physical Education</i> HPE.2.1.12.A.CS1; HPE.2.1.12.A.1; HPE.2.1.12.B.CS1 ; HPE.2.1.12.B.1; HPE.2.1.12.B.3; HPE.2.1.12.D.CS1; HPE.2.1.12.D.1; HPE.2.1.12.E.CS1; HPE.2.1.12.E.CS2; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1; HPE.2.2.12.A.CS2; HPE.2.2.12.A.2; HPE.2.2.12.B.CS1; HPE.2.2.12.C.CS1 ; HPE.2.2.12.C.1; HPE.2.2.12.C.CS2; HPE.2.2.12.C.2; HPE.2.2.12.C.3; HPE.2.2.12.E.1; HPE.2.3.12.A.2; HPE.2.3.12.B.CS1; HPE.2.3.12.C.CS1; HPE.2.3.12.C.1 ; HPE.2.4.12.A.CS1; HPE.2.5.12.A.CS1; HPE.2.5.12.A.1; HPE.2.5.12.A.2; HPE.2.5.12.A.4; HPE.2.5.12.B.CS1; HPE.2.5.12.B.1; HPE.2.5.12.B.2; HPE.2.5.12.B.3 ; HPE.2.5.12.C.CS1; HPE.2.5.12.C.1; HPE.2.5.12.C.CS2; HPE.2.6.12; HPE.2.6.12.A.CS1; HPE.2.6.12.A.1; HPE.2.6.12.A.2; HPE.2.6.12.A.3; HPE.2.6.12.A.4; HPE.2.6.12.A.5 |
| Enduring Understandings | Students will understand: <ol style="list-style-type: none">1. The importance of goal setting, planning and reflection in helping them achieving their individual goals2. The importance of developing good habits in following through on plans to accomplish goals3. How to develop a portfolio of completed work to continue to apply knowledge after the course ends |

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| <p>Essential Questions</p> | <ol style="list-style-type: none"> 1. What are my goals and how can backwards planning, reflection and tracking them help me to achieve them? 2. What are my goals for this course? 3. What are my goals for this school year? 4. What are my goals for my high school career (if not a senior)? 5. What are my goals, post-high school? 6. How do I reassess, re-evaluate and reset goals and plans? 7. How can proper habits help me to achieve my goals and how can I develop them? How can I break bad habits? When do I have to be especially aware of developing habits? 8. What should my final portfolio include? How do I develop that portfolio? 9. How do I update and include my final training plan, diet and nutrition plan and recruiting profile(or reflection of college selection) in my final portfolio? 10. Did I accomplish my goals? Why or why not? How can I use what I have learned in the future? 11. What did I enjoy most in the course? What did I get out of the course? What would I suggest to improve the course for future classes? |
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Stage 2 Evidence

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| <p>Assessments and Evidence</p> | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● Attendance ● Class Participation ● Practice ● Class discussion ● Training ● Writing Tasks ● Design of Profiles ● Classwork ● Tests/ Quizzes ● Individualized Goal Development and Tracking <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● Training program documentation ● Recruiting profile and NCAA contact ● Unit Assessment ● Tests/ Quizzes ● Writing Tasks ● 1 Repetition Maxes ● Improved Performance in Weight Room |
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| | <ul style="list-style-type: none"> ● Improved Achievement in NJSIAA sports ● Individualized Goal Achievement and Reflection |
| Stage 3 Learning Plan | |
| Learning Activities | <ol style="list-style-type: none"> 1. Goal creation 2. Initial survey 3. Classroom Discussion 4. Individual Meeting on Goals 5. Design for goal tracking |
| Resources | <ul style="list-style-type: none"> ● Weightroom ● Gym Space ● Classroom Use ● Chromebooks ● Google Classroom |
| Interdisciplinary Connections | <p>Project Based Learning</p> <p>Applying Previous Knowledge (Biology, Algebra 1, Language Arts)</p> <p>Cross Curricular Standards:</p> <p>SCI.9-12.5.1.12.D.a; SCI.9-12.5.2.12.B; SCI.9-12.5.2.12.C;</p> <p>SCI.9-12.5.2.12.E; SCI.9-12.5.3.12.C; LA.RI.11-12.1; LA.RI.11-12.2; LA.W.11-12.1; LA.W.11-12.5; LA.W.11-12.6; MA.8.EE.C.7</p> |
| Differentiation | <p><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></p> <p><i>IEPS:</i></p> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multimedia presentations Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolded Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework/ classwork ● Differentiated class notes and example problems |

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| | <p><i>Advanced and Gifted Students:</i></p> <ul style="list-style-type: none"> ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments ● Topic selection by interest ● Individualized training programs ● Individualized recruiting profiles ● Individual meetings/ discussion on independent progress |
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| Unit of Study: | 2. Survey of Leadership Theory and Practice (Weeks 3-4) (13-14) (4 Weeks) |
| Stage 1 Desired Result | |
| Established Goals: New Jersey Student Learning Standards | <p><i>Comprehensive Health and Physical Education</i></p> <p>HPE.2.1.12.A.CS1; HPE.2.1.12.A.1; HPE.2.1.12.B.CS1 ; HPE.2.1.12.B.1; HPE.2.1.12.B.3; HPE.2.1.12.D.CS1; HPE.2.1.12.D.1; HPE.2.1.12.E.CS1; HPE.2.1.12.E.CS2; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1; HPE.2.2.12.A.CS2; HPE.2.2.12.A.2; HPE.2.2.12.B.CS1; HPE.2.2.12.C.CS1 ; HPE.2.2.12.C.1; HPE.2.2.12.C.CS2; HPE.2.2.12.C.2; HPE.2.2.12.C.3; HPE.2.2.12.E.1; HPE.2.3.12.A.2; HPE.2.3.12.B.CS1; HPE.2.3.12.C.CS1; HPE.2.3.12.C.1 ; HPE.2.4.12.A.CS1; HPE.2.5.12.A.CS1; HPE.2.5.12.A.1; HPE.2.5.12.A.2; HPE.2.5.12.A.4; HPE.2.5.12.B.CS1; HPE.2.5.12.B.1; HPE.2.5.12.B.2; HPE.2.5.12.B.3 ; HPE.2.5.12.C.CS1; HPE.2.5.12.C.1; HPE.2.5.12.C.CS2; HPE.2.6.12; HPE.2.6.12.A.CS1; HPE.2.6.12.A.1; HPE.2.6.12.A.2; HPE.2.6.12.A.3; HPE.2.6.12.A.4; HPE.2.6.12.A.5</p> |
| Enduring | Students will understand: |

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| Understandings | <ol style="list-style-type: none"> 1. Students will understand the importance of good leadership as it relates to athletics 2. Students will understand the importance of good leadership as it relates to attainment of team and individual goals 3. Students will understand the leadership traits, styles and qualities and the importance of modeling them 4. Students will begin to think critically about their own leadership styles and philosophies |
| Essential Questions | <ol style="list-style-type: none"> 1. What makes a good leader? 2. What are some different leadership styles? 3. What is it important to set a good example as a leader? |
| Stage 2 Evidence | |
| Assessments and Evidence | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● Attendance ● Class Participation ● Practice ● Class discussion ● Training ● Writing Tasks ● Design of Profiles ● Classwork ● Tests/ Quizzes ● Individualized Goal Development and Tracking <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● Training program documentation ● Recruiting profile and NCAA contact ● Unit Assessment ● Tests/ Quizzes ● Writing Tasks ● 1 Repetition Maxes ● Improved Performance in Weight Room ● Improved Achievement in NJSIAA sports ● Individualized Goal Achievement and Reflection |
| Stage 3 Learning Plan | |
| Learning Activities | <ol style="list-style-type: none"> 1. Class Discussion 2. Group Discussion 3. Think/ Pair/ Share 4. Writing Tasks 5. Video and Discussion 6. Leadership Profiles/ Surveys |

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| <p>Resources</p> | <ul style="list-style-type: none"> ● Weightroom ● Gym Space ● Classroom Use ● Chromebooks ● Google Classroom |
| <p>Interdisciplinary Connections</p> | <p>Project Based Learning</p> <p>Applying Previous Knowledge (Biology, Algebra 1, Language Arts)</p> <p>Cross Curricular Standards:</p> <p>SCI.9-12.5.1.12.D.a; SCI.9-12.5.2.12.B; SCI.9-12.5.2.12.C;</p> <p>SCI.9-12.5.2.12.E; SCI.9-12.5.3.12.C; LA.RI.11-12.1; LA.RI.11-12.2; LA.W.11-12.1; LA.W.11-12.5; LA.W.11-12.6; MA.8.EE.C.7</p> |
| <p>Differentiation</p> | <p><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></p> <p><i>IEPS:</i></p> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multimedia presentations Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolded Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework/ classwork ● Differentiated class notes and example problems <p><i>Advanced and Gifted Students:</i></p> <ul style="list-style-type: none"> ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments ● Topic selection by interest |

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| | <ul style="list-style-type: none"> ● Individualized training programs ● Individualized recruiting profiles ● Individual meetings/ discussion on independent progress |
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| Unit of Study: | 3. Safety, Hygiene, Basics in Weightroom and 1 Repetition Maxes |
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| Stage 1 Desired Result | |
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| Established Goals: | <i>Comprehensive Health and Physical Education</i> |
| New Jersey Student Learning Standards | |

HPE.2.1.12.A.CS1; HPE.2.1.12.A.1; HPE.2.1.12.B.CS1 ; HPE.2.1.12.B.1; HPE.2.1.12.B.3; HPE.2.1.12.D.CS1; HPE.2.1.12.D.1; HPE.2.1.12.E.CS1; HPE.2.1.12.E.CS2; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1; HPE.2.2.12.A.CS2; HPE.2.2.12.A.2; HPE.2.2.12.B.CS1; HPE.2.2.12.C.CS1 ; HPE.2.2.12.C.1; HPE.2.2.12.C.CS2; HPE.2.2.12.C.2; HPE.2.2.12.C.3; HPE.2.2.12.E.1; HPE.2.3.12.A.2; HPE.2.3.12.B.CS1; HPE.2.3.12.C.CS1; HPE.2.3.12.C.1 ; HPE.2.4.12.A.CS1; HPE.2.5.12.A.CS1; HPE.2.5.12.A.1; HPE.2.5.12.A.2; HPE.2.5.12.A.4; HPE.2.5.12.B.CS1; HPE.2.5.12.B.1; HPE.2.5.12.B.2; HPE.2.5.12.B.3 ; HPE.2.5.12.C.CS1; HPE.2.5.12.C.1; HPE.2.5.12.C.CS2; HPE.2.6.12; HPE.2.6.12.A.CS1; HPE.2.6.12.A.1; HPE.2.6.12.A.2; HPE.2.6.12.A.3; HPE.2.6.12.A.4; HPE.2.6.12.A.5

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| Enduring Understandings | <p>Students will understand:</p> <ol style="list-style-type: none"> 1. Proper technique, spotting and form are critical in avoiding injury and increasing strength and performance 2. Proper hygiene is critical to avoiding skin infections and illness 3. Proper warm-up and cool down is critical to improving training sessions and avoiding injury 4. Functional lifts will help increase my performance 5. How to get a 1 repetition max |
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| Essential Questions | <ol style="list-style-type: none"> 1. How do I perform a proper repetition of Bench, Power Clean, Squat and Deadlift? 2. How should I spot someone who is lifting? 3. What is a proper warm-up and cool down? 4. What is proper hygiene for the weightroom? |
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| Stage 2 Evidence | |
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| <p>Assessments and Evidence</p> | <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Attendance ● Class Participation ● Practice ● Class discussion ● Training ● Writing Tasks ● Design of Profiles ● Classwork ● Tests/ Quizzes ● Individualized Goal Development and Tracking <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Training program documentation ● Recruiting profile and NCAA contact ● Unit Assessment ● Tests/ Quizzes ● Writing Tasks ● 1 Repetition Maxes ● Improved Performance in Weight Room ● Improved Achievement in NJSIAA sports ● Individualized Goal Achievement and Reflection |
| <p>Stage 3 Learning Plan</p> | |
| <p>Learning Activities</p> | <ol style="list-style-type: none"> 1. Getting 1RM in Bench, Power Clean, Squat and Deadlift 2. Changing into workout clothing before training 3. Tracking 1RM 4. Warming up and cooling down properly 5. Proper spotting techniques used 6. Weightroom Rules explained and discussed |
| <p>Resources</p> | <ul style="list-style-type: none"> ● Weightroom ● Gym Space ● Classroom Use ● Chromebooks ● Google Classroom |
| <p>Interdisciplinary Connections</p> | <p>Project Based Learning</p> <p>Applying Previous Knowledge (Biology, Algebra 1, Language Arts)</p> <p>Cross Curricular Standards:</p> <p>SCI.9-12.5.1.12.D.a; SCI.9-12.5.2.12.B; SCI.9-12.5.2.12.C;</p> |

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| | <p>SCI.9-12.5.2.12.E; SCI.9-12.5.3.12.C; LA.RI.11-12.1; LA.RI.11-12.2; LA.W.11-12.1; LA.W.11-12.5; LA.W.11-12.6; MA.8.EE.C.7</p> |
| <p>Differentiation</p> | <p><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></p> <p><i>IEPS:</i></p> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multimedia presentations Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolded Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework/ classwork ● Differentiated class notes and example problems <p><i>Advanced and Gifted Students:</i></p> <ul style="list-style-type: none"> ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments ● Topic selection by interest ● Individualized training programs ● Individualized recruiting profiles ● Individual meetings/ discussion on independent progress |

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| Unit of Study: | 4. Design of year round training program/ Formation of Teams (Weeks 6-8) (3 Weeks) |
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Stage 1 Desired Result

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| Established Goals: | <i>Comprehensive Health and Physical Education</i> |
| New Jersey Student Learning Standards | |

HPE.2.1.12.A.CS1; HPE.2.1.12.A.1; HPE.2.1.12.B.CS1 ; HPE.2.1.12.B.1; HPE.2.1.12.B.3; HPE.2.1.12.D.CS1; HPE.2.1.12.D.1; HPE.2.1.12.E.CS1; HPE.2.1.12.E.CS2; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1; HPE.2.2.12.A.CS2; HPE.2.2.12.A.2; HPE.2.2.12.B.CS1; HPE.2.2.12.C.CS1 ; HPE.2.2.12.C.1; HPE.2.2.12.C.CS2; HPE.2.2.12.C.2; HPE.2.2.12.C.3; HPE.2.2.12.E.1; HPE.2.3.12.A.2; HPE.2.3.12.B.CS1; HPE.2.3.12.C.CS1; HPE.2.3.12.C.1 ; HPE.2.4.12.A.CS1; HPE.2.5.12.A.CS1; HPE.2.5.12.A.1; HPE.2.5.12.A.2; HPE.2.5.12.A.4; HPE.2.5.12.B.CS1; HPE.2.5.12.B.1; HPE.2.5.12.B.2; HPE.2.5.12.B.3 ; HPE.2.5.12.C.CS1; HPE.2.5.12.C.1; HPE.2.5.12.C.CS2; HPE.2.6.12; HPE.2.6.12.A.CS1; HPE.2.6.12.A.1; HPE.2.6.12.A.2; HPE.2.6.12.A.3; HPE.2.6.12.A.4; HPE.2.6.12.A.5

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| Enduring Understandings | <p>Students will understand:</p> <ol style="list-style-type: none"> 1. How to design an individualized year round training program using a template and plugging in their 1RM 2. How to problem solve and think critically in small teams 3. How to use technology to track their individual training programs and plans |
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| Essential Questions | <ol style="list-style-type: none"> 1. How can I work effectively within my team? 2. How do I set up a year round training program using my 1RM? 3. What is google classroom and how do I use it? |
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Stage 2 Evidence

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| Assessments and Evidence | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● Attendance ● Class Participation ● Practice ● Class discussion ● Training ● Writing Tasks ● Design of Profiles ● Classwork ● Tests/ Quizzes |
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| | <ul style="list-style-type: none"> ● Individualized Goal Development and Tracking <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Training program documentation ● Recruiting profile and NCAA contact ● Unit Assessment ● Tests/ Quizzes ● Writing Tasks ● 1 Repetition Maxes ● Improved Performance in Weight Room ● Improved Achievement in NJSIAA sports ● Individualized Goal Achievement and Reflection |
| Stage 3 Learning Plan | |
| Learning Activities | <ol style="list-style-type: none"> 1. Design of individualized year round training program 2. Work in teams 3. Implementation of training program on workout days 4. Group work |
| Resources | <ul style="list-style-type: none"> ● Weightroom ● Gym Space ● Classroom Use ● Chromebooks ● Google Classroom |
| Interdisciplinary Connections | <p>Project Based Learning</p> <p>Applying Previous Knowledge (Biology, Algebra 1, Language Arts)</p> <p>Cross Curricular Standards:</p> <p>SCI.9-12.5.1.12.D.a; SCI.9-12.5.2.12.B; SCI.9-12.5.2.12.C;</p> <p>SCI.9-12.5.2.12.E; SCI.9-12.5.3.12.C; LA.RI.11-12.1; LA.RI.11-12.2; LA.W.11-12.1; LA.W.11-12.5; LA.W.11-12.6; MA.8.EE.C.7</p> |
| Differentiation | <p><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></p> <p>IEPS:</p> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multimedia presentations Consultation with ESL teachers ● Manipulatives |

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| | <ul style="list-style-type: none"> ● Tiered/Scaffolded Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework/ classwork ● Differentiated class notes and example problems <p><i>Advanced and Gifted Students:</i></p> <ul style="list-style-type: none"> ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments ● Topic selection by interest ● Individualized training programs ● Individualized recruiting profiles ● Individual meetings/ discussion on independent progress |
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| Unit of Study: | 5. NCAA Recruiting (Weeks 8-12) (5 Weeks) |
| Stage 1 Desired Result | |
| Established Goals: New Jersey Student Learning Standards | <i>Comprehensive Health and Physical Education</i> HPE.2.1.12.A.CS1; HPE.2.1.12.A.1; HPE.2.1.12.B.CS1 ; HPE.2.1.12.B.1; HPE.2.1.12.B.3; HPE.2.1.12.D.CS1; HPE.2.1.12.D.1; HPE.2.1.12.E.CS1; HPE.2.1.12.E.CS2; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1; HPE.2.2.12.A.CS2; HPE.2.2.12.A.2; HPE.2.2.12.B.CS1; HPE.2.2.12.C.CS1 ; HPE.2.2.12.C.1; HPE.2.2.12.C.CS2; HPE.2.2.12.C.2; HPE.2.2.12.C.3; HPE.2.2.12.E.1; HPE.2.3.12.A.2; HPE.2.3.12.B.CS1; HPE.2.3.12.C.CS1; HPE.2.3.12.C.1 ; HPE.2.4.12.A.CS1; HPE.2.5.12.A.CS1; HPE.2.5.12.A.1; HPE.2.5.12.A.2; HPE.2.5.12.A.4; HPE.2.5.12.B.CS1; HPE.2.5.12.B.1; HPE.2.5.12.B.2; HPE.2.5.12.B.3 ; HPE.2.5.12.C.CS1; HPE.2.5.12.C.1; HPE.2.5.12.C.CS2; HPE.2.6.12; HPE.2.6.12.A.CS1; HPE.2.6.12.A.1; HPE.2.6.12.A.2; |

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| | HPE.2.6.12.A.3; HPE.2.6.12.A.4; HPE.2.6.12.A.5 |
| Enduring Understandings | <p>Students will understand:</p> <ol style="list-style-type: none"> 1. How to create a recruiting profile for the NCAA 2. The demands/expectations of playing a sport at the NCAA Level 3. What colleges are looking for at different levels and for different sport 4. How to research schools to determine if they are a good fit for helping the student achieve his/her goals |
| Essential Questions | <ol style="list-style-type: none"> 1. How do I create a recruiting profile? 2. How do I get recruited? 3. What are some resources that I can use to help get recruited? 4. What sports do I want to play in college? 5. What schools do I want to attend? 6. What do I want to major in? 7. What do I want to do after college? 8. What experiences will I gain from playing an NCAA sport? 9. What are the requirements in gaining acceptance to the schools I would like to play at? 10. What can I do now to help myself get admittance and financial aid to the schools I would like to attend? |
| Stage 2 Evidence | |
| Assessments and Evidence | <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Attendance ● Class Participation ● Practice ● Class discussion ● Training ● Writing Tasks ● Design of Profiles ● Classwork ● Tests/ Quizzes ● Individualized Goal Development and Tracking <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Training program documentation ● Recruiting profile and NCAA contact ● Unit Assessment ● Tests/ Quizzes ● Writing Tasks ● 1 Repetition Maxes ● Improved Performance in Weight Room |

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| | <ul style="list-style-type: none"> ● Improved Achievement in NJSIAA sports ● Individualized Goal Achievement and Reflection |
| Stage 3 Learning Plan | |
| Learning Activities | <ol style="list-style-type: none"> 1. Creation of a recruiting template in google docs 2. Filling out college recruiting questionnaires 3. Developing possible highlights through platforms like Hudl or other available media 4. Research of several colleges and conferences and developing pro/con lists of each 5. Classroom discussion 6. Group discussion 7. Individual discussion with teacher |
| Resources | <ul style="list-style-type: none"> ● Weightroom ● Gym Space ● Classroom Use ● Chromebooks ● Google Classroom |
| Interdisciplinary Connections | <p>Project Based Learning</p> <p>Applying Previous Knowledge (Biology, Algebra 1, Language Arts)</p> <p>Cross Curricular Standards:</p> <p>SCI.9-12.5.1.12.D.a; SCI.9-12.5.2.12.B; SCI.9-12.5.2.12.C;</p> <p>SCI.9-12.5.2.12.E; SCI.9-12.5.3.12.C; LA.RI.11-12.1; LA.RI.11-12.2; LA.W.11-12.1; LA.W.11-12.5; LA.W.11-12.6; MA.8.EE.C.7</p> |
| Differentiation | <p><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></p> <p><i>IEPS:</i></p> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multimedia presentations Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolded Lessons ● Mnemonic devices ● Visual aids ● Modeling |

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| | <ul style="list-style-type: none"> ● Guided note-taking ● Study Guides ● Modified homework/ classwork ● Differentiated class notes and example problems <p><i>Advanced and Gifted Students:</i></p> <ul style="list-style-type: none"> ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments ● Topic selection by interest ● Individualized training programs ● Individualized recruiting profiles ● Individual meetings/ discussion on independent progress |
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| Unit of Study: | 6. Exercise Physiology (Weeks 15-22) (7 Weeks) |
| Stage 1 Desired Result | |
| Established Goals: New Jersey Student Learning Standards | <i>Comprehensive Health and Physical Education</i> HPE.2.1.12.A.CS1; HPE.2.1.12.A.1; HPE.2.1.12.B.CS1 ; HPE.2.1.12.B.1; HPE.2.1.12.B.3; HPE.2.1.12.D.CS1; HPE.2.1.12.D.1; HPE.2.1.12.E.CS1; HPE.2.1.12.E.CS2; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1; HPE.2.2.12.A.CS2; HPE.2.2.12.A.2; HPE.2.2.12.B.CS1; HPE.2.2.12.C.CS1 ; HPE.2.2.12.C.1; HPE.2.2.12.C.CS2; HPE.2.2.12.C.2; HPE.2.2.12.C.3; HPE.2.2.12.E.1; HPE.2.3.12.A.2; HPE.2.3.12.B.CS1; HPE.2.3.12.C.CS1; HPE.2.3.12.C.1 ; HPE.2.4.12.A.CS1; HPE.2.5.12.A.CS1; HPE.2.5.12.A.1; HPE.2.5.12.A.2; HPE.2.5.12.A.4; HPE.2.5.12.B.CS1; HPE.2.5.12.B.1; HPE.2.5.12.B.2; HPE.2.5.12.B.3 ; HPE.2.5.12.C.CS1; HPE.2.5.12.C.1; HPE.2.5.12.C.CS2; HPE.2.6.12; HPE.2.6.12.A.CS1; HPE.2.6.12.A.1; HPE.2.6.12.A.2; HPE.2.6.12.A.3; HPE.2.6.12.A.4; HPE.2.6.12.A.5 |
| Enduring Understandings | Students will understand: <ol style="list-style-type: none"> 1. How important a basic understanding of exercise physiology is to |

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| | <p>their overall athletic performance.</p> <ol style="list-style-type: none"> 2. What metabolism is, how it works on a chemical level, and how to improve it through proper diet, sleep and training. 3. What the different energy pathways are and how they are trained. |
| Essential Questions | <ol style="list-style-type: none"> 1. What is metabolism? 2. How can I improve my metabolism? 3. How do I create a diet and nutrition plan? 4. How can sleep impact my metabolism? 5. How can my training impact my metabolism? 6. What are the four different energy pathways and how do I train each? 7. How can I use what I have learned about exercise physiology to help me in accomplishing my goals? |
| Stage 2 Evidence | |
| Assessments and Evidence | <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Attendance ● Class Participation ● Practice ● Class discussion ● Training ● Writing Tasks ● Design of Profiles ● Classwork ● Tests/ Quizzes ● Individualized Goal Development and Tracking <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Training program documentation ● Recruiting profile and NCAA contact ● Unit Assessment ● Tests/ Quizzes ● Writing Tasks ● 1 Repetition Maxes ● Improved Performance in Weight Room ● Improved Achievement in NJSIAA sports ● Individualized Goal Achievement and Reflection |
| Stage 3 Learning Plan | |
| Learning Activities | <ol style="list-style-type: none"> 1. Guided Note Taking 2. Video and Lecture Style Presentation 3. Class Discussion 4. Open Note Test |

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| | <ol style="list-style-type: none"> 5. Application to Training Programs 6. Individual Work 7. Diet and Nutrition Tracking 8. Development of Diet and Nutrition Plan |
| <p>Resources</p> | <ul style="list-style-type: none"> ● Weightroom ● Gym Space ● Classroom Use ● Chromebooks ● Google Classroom |
| <p>Interdisciplinary Connections</p> | <p>Project Based Learning</p> <p>Applying Previous Knowledge (Biology, Algebra 1, Language Arts)</p> <p>Cross Curricular Standards:</p> <p>SCI.9-12.5.1.12.D.a; SCI.9-12.5.2.12.B; SCI.9-12.5.2.12.C;</p> <p>SCI.9-12.5.2.12.E; SCI.9-12.5.3.12.C; LA.RI.11-12.1; LA.RI.11-12.2; LA.W.11-12.1; LA.W.11-12.5; LA.W.11-12.6; MA.8.EE.C.7</p> |
| <p>Differentiation</p> | <p><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></p> <p><i>IEPS:</i></p> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multimedia presentations Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolded Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework/ classwork ● Differentiated class notes and example problems <p><i>Advanced and Gifted Students:</i></p> <ul style="list-style-type: none"> ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of |

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| | <p>advanced learner</p> <ul style="list-style-type: none"> ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments ● Topic selection by interest ● Individualized training programs ● Individualized recruiting profiles ● Individual meetings/ discussion on independent progress |
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| Unit of Study: | 7. Kinesiology (Weeks 23-26) (4 Weeks) |
| Stage 1 Desired Result | |
| <p>Established Goals:</p> <p>New Jersey Student Learning Standards</p> | <p><i>Comprehensive Health and Physical Education</i></p> <p>HPE.2.1.12.A.CS1; HPE.2.1.12.A.1; HPE.2.1.12.B.CS1 ; HPE.2.1.12.B.1; HPE.2.1.12.B.3; HPE.2.1.12.D.CS1; HPE.2.1.12.D.1; HPE.2.1.12.E.CS1; HPE.2.1.12.E.CS2; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1; HPE.2.2.12.A.CS2; HPE.2.2.12.A.2; HPE.2.2.12.B.CS1; HPE.2.2.12.C.CS1 ; HPE.2.2.12.C.1; HPE.2.2.12.C.CS2; HPE.2.2.12.C.2; HPE.2.2.12.C.3; HPE.2.2.12.E.1; HPE.2.3.12.A.2; HPE.2.3.12.B.CS1; HPE.2.3.12.C.CS1; HPE.2.3.12.C.1 ; HPE.2.4.12.A.CS1; HPE.2.5.12.A.CS1; HPE.2.5.12.A.1; HPE.2.5.12.A.2; HPE.2.5.12.A.4; HPE.2.5.12.B.CS1; HPE.2.5.12.B.1; HPE.2.5.12.B.2; HPE.2.5.12.B.3 ; HPE.2.5.12.C.CS1; HPE.2.5.12.C.1; HPE.2.5.12.C.CS2; HPE.2.6.12; HPE.2.6.12.A.CS1; HPE.2.6.12.A.1; HPE.2.6.12.A.2; HPE.2.6.12.A.3; HPE.2.6.12.A.4; HPE.2.6.12.A.5</p> |
| <p>Enduring Understandings</p> | <p>Students will understand:</p> <ol style="list-style-type: none"> 1. What kinesiology is and how knowledge of it can impact the design of an exercise program |
| <p>Essential Questions</p> | <ol style="list-style-type: none"> 1. What is kinesiology? 2. How do I use kinesiology in developing a functional, full body training program? 3. What are the main joints of the body? 4. What are the main muscle groups in the body that move those joints? 5. How do I train the major muscle groups in the body? |

Stage 2 Evidence

Assessments and Evidence

Formative Assessments:

- Attendance
- Class Participation
- Practice
- Class discussion
- Training
- Writing Tasks
- Design of Profiles
- Classwork
- Tests/ Quizzes
- Individualized Goal Development and Tracking

Summative Assessments:

- Training program documentation
- Recruiting profile and NCAA contact
- Unit Assessment
- Tests/ Quizzes
- Writing Tasks
- 1 Repetition Maxes
- Improved Performance in Weight Room
- Improved Achievement in NJSIAA sports
- Individualized Goal Achievement and Reflection

Stage 3 Learning Plan

Learning Activities

1. Development of individual training program
2. Implementation of kinesiology into training programs during training sessions
3. Video Lecture
4. Classroom Discussion
5. Diagrams
6. Functional Demonstrations

Resources

- Weightroom
- Gym Space
- Classroom Use
- Chromebooks
- Google Classroom

Interdisciplinary Connections

Project Based Learning
Applying Previous Knowledge (Biology, Algebra 1, Language Arts)

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| | <p>Cross Curricular Standards:</p> <p>SCI.9-12.5.1.12.D.a; SCI.9-12.5.2.12.B; SCI.9-12.5.2.12.C;</p> <p>SCI.9-12.5.2.12.E; SCI.9-12.5.3.12.C; LA.RI.11-12.1; LA.RI.11-12.2; LA.W.11-12.1; LA.W.11-12.5; LA.W.11-12.6; MA.8.EE.C.7 I</p> |
| <p>Differentiation</p> | <p><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></p> <p><i>IEPS:</i></p> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multimedia presentations Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolded Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework/ classwork ● Differentiated class notes and example problems <p><i>Advanced and Gifted Students:</i></p> <ul style="list-style-type: none"> ● Open-ended responses ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learner ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments ● Topic selection by interest ● Individualized training programs ● Individualized recruiting profiles ● Individual meetings/ discussion on independent progress |

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| Unit of Study: | 8. Recreation (Weeks 30-35) (6 Weeks) |
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Stage 1 Desired Result

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| Established Goals: New Jersey Student Learning Standards | <p><i>Comprehensive Health and Physical Education</i></p> <p>HPE.2.1.12.A.CS1; HPE.2.1.12.A.1; HPE.2.1.12.B.CS1 ; HPE.2.1.12.B.1; HPE.2.1.12.B.3; HPE.2.1.12.D.CS1; HPE.2.1.12.D.1; HPE.2.1.12.E.CS1; HPE.2.1.12.E.CS2; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1; HPE.2.2.12.A.CS2; HPE.2.2.12.A.2; HPE.2.2.12.B.CS1; HPE.2.2.12.C.CS1 ; HPE.2.2.12.C.1; HPE.2.2.12.C.CS2; HPE.2.2.12.C.2; HPE.2.2.12.C.3; HPE.2.2.12.E.1; HPE.2.3.12.A.2; HPE.2.3.12.B.CS1; HPE.2.3.12.C.CS1; HPE.2.3.12.C.1 ; HPE.2.4.12.A.CS1; HPE.2.5.12.A.CS1; HPE.2.5.12.A.1; HPE.2.5.12.A.2; HPE.2.5.12.A.4; HPE.2.5.12.B.CS1; HPE.2.5.12.B.1; HPE.2.5.12.B.2; HPE.2.5.12.B.3 ; HPE.2.5.12.C.CS1; HPE.2.5.12.C.1; HPE.2.5.12.C.CS2; HPE.2.6.12; HPE.2.6.12.A.CS1; HPE.2.6.12.A.1; HPE.2.6.12.A.2; HPE.2.6.12.A.3; HPE.2.6.12.A.4; HPE.2.6.12.A.5</p> |
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| Enduring Understandings | <p>Students will understand:</p> <ol style="list-style-type: none"> 1. The importance of fun in athletics 2. The importance of finding a balance between hard work and having fun 3. The importance of personal choice in learning 4. The importance of being a lifelong learner |
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| Essential Questions | <ol style="list-style-type: none"> 1. Why do I choose to play the sports that I do? 2. What are my favorite parts of being an athlete? 3. What are other sports/activities that I enjoy doing outside of my primary sport(s)? |
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Stage 2 Evidence

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| Assessments and Evidence | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● Attendance ● Class Participation ● Practice ● Class discussion ● Training ● Writing Tasks ● Design of Profiles ● Classwork ● Tests/ Quizzes |
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| | <ul style="list-style-type: none"> ● Individualized Goal Development and Tracking <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Training program documentation ● Recruiting profile and NCAA contact ● Unit Assessment ● Tests/ Quizzes ● Writing Tasks ● 1 Repetition Maxes ● Improved Performance in Weight Room ● Improved Achievement in NJSIAA sports ● Individualized Goal Achievement and Reflection |
| Stage 3 Learning Plan | |
| Learning Activities | <ol style="list-style-type: none"> 1. Classroom Discussion 2. Writing Tasks 3. Participation in Games/ Activities with Class 4. Reflective writing on athletic experiences 5. Learning to be a leader by developing leadership capacity in others |
| Resources | <ul style="list-style-type: none"> ● Weightroom ● Gym Space ● Classroom Use ● Chromebooks ● Google Classroom |
| Interdisciplinary Connections | <p>Project Based Learning</p> <p>Applying Previous Knowledge (Biology, Algebra 1, Language Arts)</p> <p>Cross Curricular Standards:</p> <p>SCI.9-12.5.1.12.D.a; SCI.9-12.5.2.12.B; SCI.9-12.5.2.12.C;</p> <p>SCI.9-12.5.2.12.E; SCI.9-12.5.3.12.C; LA.RI.11-12.1; LA.RI.11-12.2; LA.W.11-12.1; LA.W.11-12.5; LA.W.11-12.6; MA.8.EE.C.7</p> |
| Differentiation | <p><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></p> <p><i>IEPS:</i></p> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multimedia presentations Consultation with ESL teachers |

- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework/ classwork
- Differentiated class notes and example problems

Advanced and Gifted Students:

- Open-ended responses
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of advanced learner
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Individualized training programs
- Individualized recruiting profiles
- Individual meetings/ discussion on independent progress