

Pine Hill Public Schools Curriculum

Content Area:	Fitness and Nutrition		
Course Title/ Grade Level:	All		
Unit 1:	Zumba	Duration:	8 days
Unit 2:	Weight Training	Duration:	6 days
Unit 3:	Barre	Duration:	6 days
Unit 4:	Pilates	Duration:	6 days
Unit 5:	Yoga	Duration:	6 days
Unit 6:	Boot Camp	Duration:	6 days
Unit 7:	Step Aerobics	Duration:	6 days
Unit 8:	Kickboxing	Duration:	6 days
Unit 9:	Mental Wellness (w/yoga)	Duration:	4 days
Unit 10:	Weight Room Nutrition	Duration:	4 days
Unit 11:	Nutrition	Duration:	16 days (1st ½ of the mp)
Unit 12:	Practical Nutrition	Duration:	16 days (2nd ½ of the mp)
Date Created or Revised:	August 2014		

Pine Hill Public Schools Curriculum

Unit Title: Zumba		Unit #: 1
Course: Fitness and Nutrition		Length of Time: 8 Days
Pacing	Day 1-2: Syllabus and rules 3: History 4-8: Performance	
Essential Questions	<ul style="list-style-type: none"> • How do you take your heart rate? • What is your max heart rate? • How does movement and fitness concepts affect your fitness levels? • Describe why Zumba is an effective workout? • List and explain the Zumba movements. 	
Content	<ul style="list-style-type: none"> • Rules • Safety • Heart Rate • FITT concepts • Zumba 	
Skills	<ul style="list-style-type: none"> • Explain how to take heart rate • Explain how to use the FITT concepts in a workout program • Zumba <ul style="list-style-type: none"> • merengue - march, que te mueve, diamond step, booty circle • quebradita - basic, andae, body roll • salsa – Cuban basic, candle step, cumbia fun • reggaeton- basic, destroza, stomp, bounce • caribbean island – calypso basic, tobaho, reggae, shimmy, • samba- basic, lunge 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of Zumba history - I.e. – native language 	
Inter-disciplinary Connections	Spanish – Zumba is a Latin based dance Internet Blog	
Literacy Standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	
2009 NJCCCS		
Standard:	<i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>	
Strand(s):	2.6- A. Fitness and Physical Activity	

Content Statement(s):				CPI # / CPI(s):			
<ul style="list-style-type: none"> Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 				2.6.12.A.1 – A.5			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Weight Training	Unit #: 2
Course: Fitness and Nutrition	Length of Time: 6 Days
Pacing	Day: 1: Safety / Rules / sets vs reps 2-6: Circuit training and weight training programs
Essential Questions	<ul style="list-style-type: none"> • What are the safety rules of the weight room? • How is a set different than a rep? • Which muscle groups are targeted by each exercise?
Content	<ul style="list-style-type: none"> • Safety / Rules • Equipment • Sets vs. Reps • Weight training techniques
Skills	<ul style="list-style-type: none"> • Explain how to effectively use the weight room equipment <ul style="list-style-type: none"> • chest <ul style="list-style-type: none"> • chest press, chest fly, incline, decline, push ups • back <ul style="list-style-type: none"> • bent over rows, dead lifts, lat pull downs, single arm rows, v-grip rows, back extensions, pull ups • legs <ul style="list-style-type: none"> • squats, lunges, extensions, curls, stiff dead lifts, calf raises • biceps <ul style="list-style-type: none"> • curls, hammer curls, rope curls, preacher curls, bar curls • triceps <ul style="list-style-type: none"> • extensions, kickbacks, rope pulls, dips • shoulders <ul style="list-style-type: none"> • lateral raises, overhead press, front raises, rear delts, up right rows • Implement an effective weight training program
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of rules and muscle groups <ul style="list-style-type: none"> - I.e. – native language
Inter-disci	Science- muscles Internet blog
Literacy Standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.
2009 NJCCCS	
Standard: 2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
Strand(s): 2.6- A. Fitness and Physical Activity	
Content Statement(s):	CPI # / CPI(s):

<ul style="list-style-type: none"> Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 		2.6.12.A.1 – A.5				
<u>21st Century Themes</u>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X Health Literacy
<u>21st Century Skills</u>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills	

Pine Hill Public Schools Curriculum

Unit Title: Barre		Unit #: 3
Course: Fitness and Nutrition		Length of Time: 6 Days
Pacing	Day 1: History 2-6: Performance	
Essential Questions	<ul style="list-style-type: none"> • What are the basic movements in Barre? • How is your heart rate affected by Barre? 	
Content	<ul style="list-style-type: none"> • History • Movement Concepts • Dance Skills 	
Skills	<ul style="list-style-type: none"> • Explain the history of Barre • Compare your resting heart rate to your heart rate immediately after Barre class • Barre Skills <ul style="list-style-type: none"> • Back tendu lift series • Tri-cep can can • Wall bridge series • Inner thigh leg lifts • Rotating side plank • Passe press 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of Barre history <ul style="list-style-type: none"> - I.e. – native language 	
Inter-disciplinary Connections	Internet blog	
Literacy standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	
2009 NJCCCS		
Standard: <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>		
Strand(s): 2.6- A. Fitness and Physical Activity		
Content Statement(s):	CPI # / CPI(s):	
<ul style="list-style-type: none"> • Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	2.6.12.A.1 – A.5	

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum

Unit Title: Pilates		Unit #: 4
Course: Fitness and Nutrition		Length of Time: 6 Days
Pacing	Day 1: History 2-6: Performance	
Essential Questions	<ul style="list-style-type: none"> • What are the basic movements in Pilates? • What muscle groups are affected by Pilates? 	
Content	<ul style="list-style-type: none"> • History • Movement Concepts • Pilates postures 	
Skills	<ul style="list-style-type: none"> • Explain the history of Pilates • Perform Pilates movements correctly • mat movements, leg movements: <ul style="list-style-type: none"> • roll up • the 100 • roll over • one leg circle • single leg stretch • double leg stretch • rocker with open legs • cork-screw • saw • swan dive • one leg kick • double leg kick • neck pull • scissors • bicycle • shoulder bride • spine twist • seal • crab • push up • rocking • control balance 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of Pilates history <ul style="list-style-type: none"> - I.e. – native language 	
Inter-disciplinary Connections	Science – muscles and movement concepts Internet blog	
Literacy standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	

2009 NJCCCS

Standard:

2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand(s):

2.6- A. Fitness and Physical Activity

Content Statement(s):

- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

CPI # / CPI(s):

2.6.12.A.1 – A.5

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum

Unit Title: Yoga		Unit #: 5
Course: Fitness and Nutrition		Length of Time: 6 Days
Pacing	Day 1: History 2-6: Performance	
Essential Questions	<ul style="list-style-type: none"> • What are the basic movements in yoga? • What muscle groups are affected by yoga? • How does yoga affect you physically? • What is an asana? 	
Content	<ul style="list-style-type: none"> • History • Movement Concepts • Yoga postures 	
Skills	<ul style="list-style-type: none"> • Explain the history of yoga and yoga terms • Yoga <ul style="list-style-type: none"> • types: <ul style="list-style-type: none"> • vinyasa – flowing • ashtanga- 6 asanas • bikram – “hot” yoga • poses: <ul style="list-style-type: none"> • upward salute • standing side bend • forward fold • flat back • pyramid • chair, eagle • tree • extended triangle • side angle / extended side angle / twisted side angle • half moon • dancer • warrior I, II, III, reverse • table • tiger • crescent lunge • high lunge • downward dog, 3 legged dog • dolphin • goddess • pigeon • happy baby • eye of the needle • cobra • plank • up dog • frog • seal • handstand • corpse • childs pose 	

Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of yoga history - I.e. – native language
Inter-disciplinary Connections	Internet blog
Literacy standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.

2009 NJCCCS

Standard:

2.6: Fitness: *All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*

Strand(s): 2.6- A. Fitness and Physical Activity

Content Statement(s):

- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

CPI # / CPI(s):

2.6.12.A.1 – A.5

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum

Unit Title: Boot Camp		Unit #: 6
Course: Fitness and Nutrition		Length of Time: 6 Days
Pacing	Day 1-6: Performance	
Essential Questions	<ul style="list-style-type: none"> • How does boot camp affect your heart rate? • What muscles do you work during boot camp class? • Explain how boot camp affects your cardiovascular endurance and muscle strength 	
Content	<ul style="list-style-type: none"> • History • Fitness Concepts 	
Skills	Boot camp skills: <ul style="list-style-type: none"> Cardio drills: <ul style="list-style-type: none"> ▪ High knees ▪ Burpees ▪ Plyo lunges ▪ Mountain climbers ▪ Squat jumps ▪ Jump rope ▪ Plie squat jumps Body weight exercises <ul style="list-style-type: none"> ▪ Toe dips off steps ▪ Plank shoulder taps ▪ Single leg squat ▪ Dips ▪ V sit ▪ Standing obliques ▪ Scissor lunges ▪ Shoulder presses ▪ Partner sit ups ▪ Partner sprints ▪ Push ups 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of boot camp exercises <ul style="list-style-type: none"> - I.e. – native language 	
Inter-disciplinary Connections	Science- muscles Internet blog	
Literacy standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	

2009 NJCCCS

Standard:

2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand(s): 2.6- A. Fitness and Physical Activity

Content Statement(s):

- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

CPI # / CPI(s):

2.6.12.A.1 – A.5

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Step Aerobics	Unit #: 7
Course: Fitness and Nutrition	Length of Time: 6 Days
Pacing	Day 1-6:Performance
Essential Questions	<ul style="list-style-type: none"> • What are the basic “steps” in step aerobics? • How does step aerobics affect your heart rate?
Content	<ul style="list-style-type: none"> • Steps • Step Routines
Skills	<ul style="list-style-type: none"> • basic step patterns <ul style="list-style-type: none"> • basic step • v step • knee lift • side lift • arabesque • lunge • turn step • straddle down • over the top • repeaters • corner to corner • L step • A step
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of step concepts and movements <ul style="list-style-type: none"> - I.e. – native language
Inter-disciplinary Connections	Internet blog
Literacy Standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.
2009 NJCCCS	
Standard: <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>	
Strand(s): 2.6- A. Fitness and Physical Activity	
Content Statement(s):	CPI # / CPI(s):
<ul style="list-style-type: none"> • Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	2.6.12.A.1 – A.5

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Kickboxing	Unit #: 8
Course: Fitness and Nutrition	Length of Time: 6 Days
Pacing	Day 1: History 2-6: Performance
Essential Questions	<ul style="list-style-type: none"> • What are the basic movements in kickboxing? • How does kickboxing affect your heart rate? • Explain the history of kickboxing • What muscle groups are affected by kickboxing?
Content	<ul style="list-style-type: none"> • History • Movement Concepts
Skills	<ul style="list-style-type: none"> • Kickboxing skills <ul style="list-style-type: none"> • punches- jab, cross, upper cut, hook • kicks- roundhouse, side kick, front • knee and elbow strikes • speed bag drills
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of kickboxing history - I.e. – native language
Inter-disciplinary Connections	Internet blog
Literacy Standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.
2009 NJCCCS	
Standard: <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>	
Strand(s): 2.6- A. Fitness and Physical Activity	
Content Statement(s):	CPI # / CPI(s):
<ul style="list-style-type: none"> • Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	2.6.12.A.1 – A.5

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum

Unit Title: Mental Wellness (w/ Yoga)		Unit #: 9
Course: Fitness and Nutrition		Length of Time: 4 Days
Pacing	Day 1: types of yoga 2-4: mental benefits of yoga	
Essential Questions	<ul style="list-style-type: none"> • What are the basic movements in yoga? • How does yoga affect you physically? 	
Content	<ul style="list-style-type: none"> • Types of yoga • Benefits of mental wellness • How does yoga assist mental wellness 	
Skills	<ul style="list-style-type: none"> • Types of yoga <ul style="list-style-type: none"> • Vinyasa • Ashtanga • Bikram • Mental Benefits of yoga • Yoga as a stress relief solution 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of yoga history - I.e. – native language 	
Inter-disciplinary Connections	Internet blog	
Literacy standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	
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Standard: <i>2.6: Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>		
Strand(s): 2.6- A. Fitness and Physical Activity		
Content Statement(s):	CPI # / CPI(s):	
<ul style="list-style-type: none"> • Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	2.6.12.A.1 – A.5	

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum

Unit Title: Weight room nutrition		Unit #: 10
Course: Fitness and Nutrition		Length of Time: 4 Days
Pacing	Day 1-2: Muscle groups and eating for weight training (supplements) 2-4: create a weight room plan	
Essential Questions	<ul style="list-style-type: none"> • What is an essential nutrient for muscle growth? • How, when, and why do you adjust your fitness plan? 	
Content	<ul style="list-style-type: none"> • Muscle groups • Sets vs reps • Weight training nutrition • Creating a plan • Setting weight room goals • How to adjust your plan 	
Skills	<ul style="list-style-type: none"> • Explain what each muscle does for your body • Describe how to create an effective fitness plan 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out - I.e. – native language 	
Inter-disciplinary Connections	Internet blog	
Literacy Standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	
2009 NJCCCS		
Standard:		
<i>2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle</i>		
<i>2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>		
<i>2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i>		
Strand(s):		
2.1- B. Nutrition		
2.2 – B. Decision-Making and Goal Setting		
2.6- A. Fitness and Physical Activity		
Content Statement(s):	CPI # / CPI(s):	
<ul style="list-style-type: none"> • Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness • Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime. 	2.1.12.B.1-B.3 2.2.12.B1- B.2	

<ul style="list-style-type: none"> • Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 		2.6.12.A.1 – A.5			
<u>21st Century Themes</u>					
	Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>					
	Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration		Information Literacy
	Media Literacy	ICT Literacy	X	Life and Career Skills	

Pine Hill Public Schools Curriculum

Unit Title: Nutrition		Unit #: 11
Course: Fitness and Nutrition		Length of Time: 16 Days
Pacing	Day 1-2: review nutrition basics 3: the difference in Fats/ why we need fat 4: why fad diets don't work 5: how many calories do you need? 6: nutritional break down of what you need 7: why is sleep as important as your diet? 8-9: How many calories are in that? 10: portion control 11-12: eating disorders 13: improving metabolism 14-15: creating a nutrition plan 16: Assessment	
Essential Questions	<ul style="list-style-type: none"> ● Why is your diet so important? ● How do people improve their metabolism? ● How does sleep affect your weight? 	
Content	<ul style="list-style-type: none"> ● Nutrition basics ● Diets ● Eating disorders ● Calories and nutrients ● Portions ● Metabolism ● Sleep 	
Skills	<ul style="list-style-type: none"> ● Create a nutritional plan ● Explain why you must eat to lose weight 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> ● Class discussion / participation ● Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> ● End of marking period benchmark test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Give a print out - I.e. – native language 	
Inter-disciplinary Connections	Internet blog	
Literacy standard:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology's, capacity to link to other information and to display information flexibly and dynamically.	

2009 NJCCCS

Standard:

2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
2.6 All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand(s):
2.1- B. Nutrition
2.2 – B. Decision-Making and Goal Setting
2.6- A. Fitness and Physical Activity

<p>Content Statement(s):</p> <ul style="list-style-type: none"> • Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness • Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime. • Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. 	<p>CPI # / CPI(s): 2.1.12.B.1-B.3 2.2.12.B1- B.2 2.6.12.A.1 – A.5</p>
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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum

Unit Title: Practical Nutrition		Unit #: 12
Course: Fitness and Nutrition		Length of Time: 16 Days
Pacing	Day 1-2: Organic vs Conventional / milk choices 3-4: reading labels 5-6: how to shop 7-8: how to food prep 10-16: cooking	
Essential Questions	<ul style="list-style-type: none"> • What is the most effective plan for you? • What is the best way to go food shopping? 	
Content	<ul style="list-style-type: none"> • Organic and conventional • Milk choices • How to food shop • How to read labels • How to prepare meals • Cooking 	
Skills	<ul style="list-style-type: none"> • Using knowledge of food production to shop effectively • Make smart choices and food decisions • Cooking basic nutritional meals 	
Assessments	<u>Formative:</u> <ul style="list-style-type: none"> • Class discussion / participation • Teacher observation <u>Summative:</u> <ul style="list-style-type: none"> • End of marking period benchmark test 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Give a print out of - I.e. – native language 	
Inter-disciplinary Connections	Cooking, nutrition, science Internet blog	
Literacy Standards:	LA 9-10.CCSS.ELA.literacy.CCRA.R7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. LA 9-10.CCSS.ELA.literacy.WHST.9-10.6 – Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage, of technology’s, capacity to link to other information and to display information flexibly and dynamically.	

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21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		