

Unit 02: BFS - Bigger, Faster, Stronger

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

HPE.2.1.8	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.8.A	Personal Growth and Development
HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.B	Nutrition
HPE.2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
HPE.2.2.8.C	Character Development
HPE.2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
HPE.2.5.8	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.8.A	Movement Skills and Concepts
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.B	Strategy
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.C	Sportsmanship, Rules, and Safety
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.6.8	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.8.A	Fitness and Physical Activity
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

LA.K-12.NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RST.6-8	Reading Science and Technical Subjects
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

For students to realize that body composition can be improved through proper nutrition and exercise as a lifelong goal.

Meaning

Essential Questions

Essential Questions

How will BFS impact my life?

How does good nutrition benefit my workouts?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Bigger Faster Stronger (BFS) incorporates nutrition, agility, endurance, and strength training and provides students with the necessary tools to compete at any level.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

Students should know the basic understanding of the Bigger Faster Stronger (BFS) program.

Students should recognize nutrition as a very important part of fitness.

Skills

Skills

Student will be skilled at ...

Students will apply a knowledge of the BFS program and the skills required in order to participate.

Students will demonstrate the proper skills and exercises necessary in order to benefit from the BFS program and make adjustments to their personal program when needed.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Be an 11 Guidebook for Success

Bigger Faster Stronger Set- Rep Log

Formative Assessment Strategies

Formative Assessment Strategies

Observations

Questioning

Discussion

Kinesthetic Assessments

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Students will have the opportunity to practice in the BFS program daily.

Students will keep a record of their performance

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps

prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.