| ***Health Grade 11 Unit 9: Health and Fitness***  ***February*** | | | | | |
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| **Targeted Standards**  **2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  **2.1 Personal and Mental Health by the End of Grade 12**  **Personal Growth and Development**  The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.  • 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.  • 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.  **Pregnancy and Parenting**  There are a variety of strategies that individuals can use to prevent pregnancy and sexually transmitted infections.  • 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).  • 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.  • 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.  There are many decisions to be made related to pregnancy and childbirth that will have shortand long-term impacts.  • 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.  • 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).  • 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.  • 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.  • 2.1.12.PP.8: Assess the skills needed to be an effective parent.  • 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.  **Emotional Health**  Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.  • 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.  • 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.  Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.  • 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).  • 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).  **Social and Sexual Health**  How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.  • 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.  • 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.  • 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.  Healthy individuals establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others.  • 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).  • 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.  • 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources. • 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.  There are many factors that influence how we feel about ourselves and the decisions that we make.  • 2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.  • 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.  There are state and federal laws which provide access to sexual health care services for minors and to protect minors from unhealthy sexual situations.  2.1.12.SSH.10: Analyze the state and federal laws related to minors’ ability to give and receive sexual consent and their association with sexually explicit media.  **Community Health Services and Support**  Healthy individuals demonstrate the ability to identify who, when, where and/or how to seek help for oneself or others.  • 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.  • 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.  • 2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.  • 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).  Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.  • 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).  • 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.  Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.  • 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).  • 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.  Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.  2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.  **2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  **2.2 Physical Wellness by the End of Grade 12**  **Movement Skills and Concepts**  Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).  • 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).  • 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.  The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.  • 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).  Individual and team execution requires interaction, respect, effort, and a positive attitude.  • 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.  • 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.  **Physical Fitness**  Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.  • 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.  • 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.  • 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.  • 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).  • 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.  **Lifelong Fitness**  Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).  • 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.  • 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.  • 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.  • 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.  • 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).  Community resources can support a lifetime of wellness to self and family members.  • 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.  • 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.  • 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.  **Nutrition**  The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.  • 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.  • 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.  • 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.  • 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.  • 2.2.12.N.5: Research recent trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.    **2020 New Jersey Student Learning Standards – Comprehensive Health and Physical Education**  **2.3 Safety by the End of Grade 12**  **Personal Safety**  Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.  • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).  • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.  • 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.  State and federal laws are designed to protect individuals from abuse and may help to break the cycle of abuse.  • 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).  • 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.  • 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.  Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.  • 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).  • 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.  • 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.  **Health Conditions, Diseases and Medicines**  Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.  • 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).  Medicines treat or relieve diseases or pain and are prescribed by a physician or accessed over the counter.  • 2.3.12.HCDM.2: Provide examples of how drugs and medication mimic or block the action of certain cells in the body, and how abusing drugs can affect the human body.  • 2.3.12.HCDM.3: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).  Public health policies are created to influence health promotion and disease prevention and can have global impact.  • 2.3.12.HCDM.4: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and in other countries (e.g., hepatitis, stroke, heart attacks, cancer,).  • 2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).  Mental health conditions affect individuals, family members, and communities.  • 2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).  **Alcohol, Tobacco and other Drugs**  Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.  • 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual’s social, emotional and mental wellness.  • 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).  • 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.  **Dependency, Substances Disorder and Treatment**  Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.  • 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.  • 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs.  • 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).  • 2.3.12.DSDT.4: Utilize peer support and societal norms to formulate a health-enhancing message to remain drug free.  Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.  • 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual’s ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).   |  | | | | --- | --- | --- | |  | | | | | | | | |
| Rationale and Transfer Goals:  This unit is designed for students to evaluate the choices they make in their daily lives and for them to see that sometimes it is easy to make healthy choices. Promoting a healthy and active lifestyle is the main focus of the unit and being in the best of health throughout your life means making healthy choices and practicing healthful behaviors. | | | | | |
| Enduring Understandings:  Physical fitness is vital to their lives  The benefits of total health  There are many components of physical fitness  Each component of physical fitness can be measured  The environment they live in affect their food choices and eating habits  The different categories of food  The relationship cholesterol has on their health  Obesity in the US is becoming an epidemic. | | | | | |
| Essential Questions:  Why is it important that physical, social, and mental health correlate with each other?  What are the five components to physical fitness?  What is health?  Why would you want to be healthy?  What does the mile measure in physical fitness?  What role does family play in our eating habits?  What are the categories of food?  How does cholesterol affect your health?  What are the causes for obesity?  Who is responsible for your health? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  **What students will know** | **Skills**  **What students will be able to do** | | **Activities/Strategies**  **How we teach content and skills** | | **Evidence (Assessments)**  **How we know students have learned** |
| The amount of calories needed for a healthy individual  How physical fitness is measured  How to read and understand the new and old food pyramid  How to manage their diet and correct unhealthy patterns  How to maintain a healthy lifestyle | Identify the causes of obesity and generate guidelines to fix the problem  •Give examples of how each component of physical fitness is measured.  •Identify and give examples the categories of food  •Identify a daily healthy diet  •Create a daily caloric guide for teenagers  •Design a fitness program | | Daily food log.  Calorie comparison project.  Fitness testing  designing a fitness plan | | Food log  Summative: Personal Project  Students will keep a daily log of all food and beverages they consume. They will then find the nutritional values to determine if they want to change anything in their diet.  16 Standards Assessed  Fitness testing  Summative: Sample Assessment Item  Students will test themselves on all fitness components.  16 Standards Assessed  Program Design  Summative: Personal Project  Students will design a weight training program based on goals they want to achieve.  16 Standards Assessed |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Note taking  Staying healthy takes knowledge, a plan, and practicing healthful behaviors  Avoiding risking behaviors | | •Avoiding risking behaviors  •Literacy activities  •Note taking  •Vocabulary  \*Continuing with a health plan | | Health literacy activities  Group scenarios  Projects  Key terms/Diagrams  Creating T-charts  Lesson Assessments  Word Webs – note taking  Communication checklist  Workout plan | |
| **21st Century Skills:**  **CRP3. Attend to personal health and financial well-being.**  Unit focus on personal health  Cross-cutting discussions of financial costs and benefits to lifelong fitness  **CRP6. Demonstrate creativity and innovation.**  Creativity in development of workout plans for variety and maintaining interest  **CRP11. Use technology to enhance productivity.**  Use of online and mobile technology to support lifetime health and fitness goals  **CRP12. Work productively in teams while using cultural global competence.**  Students will work in small groups to create, problem solve, and participate in games  **CRP4. Communicate clearly and effectively and with reason.**   * all aspects of course | | | | | |
| **Key resources:**  Glencoe Health Book  [www.Glencoe.com](http://www.glencoe.com)  [www.ted.com/talks](http://www.ted.com/talks)  [www.pecentral.com](http://www.pecentral.com) | | | | | |
| **Interdisciplinary Connections**  **ELA**  **NJSLSA.R1**. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  **RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.**  **RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  **RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.  **RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.  **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.   * standards supporting written and print communication across all areas of the course   **Science**  **HS-LS1-3.** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]  **HS-LS2-3.** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.  **HS-LS2-8.** Evaluate evidence for the role of group behavior on individual and species’ chances to survive and reproduce.   * Connections to study of exercise physiology and associated anatomy * Basic understanding of communicability of diseases in discussion of wellness   **Math**  **Creating Equations A -CED**  A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*  **Modeling with Geometry G-MG**  A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).  **Interpreting Categorical and Quantitative Data S-ID N-ILN**  A. Summarize, represent, and interpret data on a single count or measurement variable  1. Represent data with plots on the real number line (dot plots, histograms, and box plots).  **Making Inferences and Justifying Conclusions S-IC**  B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies   * math processes related to fitness and health data, geometry in gameplay, and quantitative representations | | | | | |