

| Week | Marking Period 1 | Week | Marking Period 3 |
|------|---------------------------------|------|---------------------------------|
| 1 | Fitness | 21 | N/A (1 Quarter per Year) |
| 2 | Fitness | 22 | |
| 3 | Fitness | 23 | |
| 4 | Nutrition | 24 | |
| 5 | Nutrition | 25 | |
| 6 | Nutrition | 26 | |
| 7 | Drugs and Alcohol | 27 | |
| 8 | Drugs and Alcohol | 28 | |
| 9 | Sexually Transmitted Infections | 29 | |
| 10 | Sexually Transmitted Infections | 30 | |
| Week | Marking Period 2 | Week | Marking Period 4 |
| 11 | N/A (1 Quarter per Year) | 31 | N/A (1 Quarter per Year) |
| 12 | | 32 | |
| 13 | | 33 | |
| 14 | | 34 | |
| 15 | | 35 | |
| 16 | | 36 | |
| 17 | | 37 | |
| 18 | | 38 | |
| 19 | | 39 | |
| 20 | | 40 | |

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| Time Frame | 3 Weeks |
| Topic | |
| Fitness | |
| Essential Questions | |
| <ul style="list-style-type: none"> • What is the minimum amount of exercise I can do to stay physically fit? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How do you realize age-appropriate fitness? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least effort • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness • Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program | |
| Alignment to NJCCCS | |
| 2.1: | A, A.1, A.2, C.1, C.2, D, D.6, E.4 |
| 2.2: | B, B.2, D, E.1, E.2 |
| 2.3: | A.1, A.3 |
| 2.6: | A, A.1, A.2, A.3, A.4, A.5 |
| Key Concepts and Skills | |
| <ul style="list-style-type: none"> • Physical Activity and Personal Fitness • Health related and Skill related Fitness Components • Cardio respiratory Endurance • Difference between aerobic and anaerobic exercise • Muscle development and Resistance Training • Designing A Personal Fitness Program • Safety and Injury Prevention | |
| Learning Activities | |
| <p>Lecture/Note taking</p> <p>Journal Entries</p> <p>Quick Write/Do Now</p> <p>Cooperative Learning</p> <p>Visuals/Video</p> <p>Fitness Appraisal</p> <p>Design Personal Fitness Program</p> <p>Injury Prevention Worksheet</p> | |
| Assessments | |
| <p>Quizzes/Tests</p> <p>Fitness Unit Worksheet</p> <p>Injury Prevention Worksheet</p> <p>Fitness Project</p> <p>Teacher Observation</p> <p>Preparation/Participation</p> | |

Portfolio

21st Century Skills

| | | | | | | | |
|---|----------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | x | Collaboration |
| X | Life & Career Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

Language Arts
 Math
 Science
 Technology
 History

Technology Integration

8.1.12.A.1
 8.1.12.C.1
 8.1.12.F1
 Ipad
 Computer
 Smartphone

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| Time Frame | 3 Weeks | | | | | | |
| Topic | | | | | | | |
| Nutrition | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> • What makes a food healthy? • How do you determine appropriate portion sizes? • What are the health risks related to poor nutritional practices? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • There are many short and long term health benefits and risks associated with nutritional choices. • Decision-making can be affected by a variety of factors that may not be in a person's best interest. | | | | | | | |
| Alignment to NJCCCS | | | | | | | |
| 2.1: B, B.1, B.2, B.3, C.1, C.2, D | | | | | | | |
| 2.2: B.1, B.2, E.1 | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| <ul style="list-style-type: none"> • Importance of Nutrition • Vitamins, Minerals, and Water • Choosing foods wisely • Body weight and health risks • Body image and weight control • Nutrition myths and fad diets • Methods of weight control • Risk factors and lifestyle disease | | | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Lecture/Note taking • Journal Entries • Quick Write/Do Now • Cooperative Learning • Visuals/Video • Nutrition Appraisal • Diet Analysis Project • Nutrition Worksheets | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Quizzes/Tests • Nutrition Unit Worksheet • Eating Disorder Worksheet and Organizer Chart • Nutrition Analysis Project • Teacher Observation • Preparation/ Participation • Portfolio | | | | | | | |
| 21st Century Skills | | | | | | | |
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Life & Career Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

Language Arts

Math

Science

Technology

History

Technology Integration

8.1.12.A.1

8.1.12.C.1

8.1.12.F1

ipad

Computer

Smartphone

Time Frame**2 Weeks****Topic**

Drugs and Alcohol

Essential Questions

- What is the difference between drug use, drug misuse, and drug abuse?
- What are the different classifications of drugs?
- Why it is important for teens to understand that Alcohol is drug, and the dangers of alcohol use.
- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer, media and other pressures?
- Why does one person become addicted and another does not?

Enduring Understandings

- Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body
- There are common indicators, stages, and influencing of chemical dependency
- To identify the changes, both physical and emotional, associated with drug use.
- To recognize the legal implications associated with chemical use.
- To identify professional services available in our school and community and the methods to activate them.
- To provide the environment that will foster a “no use” message at our school.
- To provide students with information that will promote a sense of well being.
- To encourage communication and positive self-esteem.

Alignment to NJCCCS**2.3: B, B1, B2, B3, B4, B5****Key Concepts and Skills**

- Review of Drug Classifications
- Signs and symptoms of substance abuse
- Negative effects on the body
- Effects of substance abuse on family and friends
- Risks of performance-enhancement supplements
- Prevention
- How and where to get assistance

Learning Activities

Lecture/Notetaking
 Unit Worksheet
 Journal Entries
 Quick Write/Do Now
 Cooperative Learning
 Visuals/Video
 Role Playing
 Debates

Assessments

Quizzes/Tests/ Teacher Observation
 Preparation/Participation
 Unit Worksheet

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|----------------------------------------------|----------------------|---|----------------------|---|----------------|---|---------------|
| Projects Portofolio | | | | | | | |
| 21st Century Skills | | | | | | | |
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| | Life & Career Skills | X | Information Literacy | X | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| Science Language Arts Math History | | | | | | | |
| Technology Integration | | | | | | | |
| 8.1.12.F.1 Computer iPad Smartphone | | | | | | | |

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| Time Frame | 2 Weeks | | | | | | |
| Topic | | | | | | | |
| Sexually Transmitted Infections (STI's) | | | | | | | |
| Essential Questions | | | | | | | |
| <ul style="list-style-type: none"> • What are the consequences (especially unforeseen) of our choices in terms of wellness? • To what extent can we keep ourselves disease free? | | | | | | | |
| Enduring Understandings | | | | | | | |
| <ul style="list-style-type: none"> • Current and future wellness is dependent upon applying health related concepts and skills in everyday lifestyle behaviors. • Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. | | | | | | | |
| Alignment to NJCCCS | | | | | | | |
| 2.2: E | | | | | | | |
| 2.4: B, B.1, B.2, B.3, B.5 | | | | | | | |
| Key Concepts and Skills | | | | | | | |
| • | | | | | | | |
| Learning Activities | | | | | | | |
| <ul style="list-style-type: none"> • Lecture/Note taking • Research • Visuals/Video • Role playing • Journal Entries • Quick Write/Do Now • Cooperative Learning | | | | | | | |
| Assessments | | | | | | | |
| <ul style="list-style-type: none"> • Written Quizzes/Tests • Teacher Observation • Projects • Preparation • Participation • Portfolio | | | | | | | |
| 21st Century Skills | | | | | | | |
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| | Life & Career Skills | X | Information Literacy | X | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| Science Language Arts Math History | | | | | | | |
| Technology Integration | | | | | | | |
| 8.1.12.F.1 Computer iPad | | | | | | | |

Smartphone