

**Course:** *Health III*  
**Unit #1:** *Components of a Healthy Lifestyle*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - 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.
    - 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.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (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).
  - **Career Readiness, Life Literacies, and Key Skills NJSLs**
    - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).
    - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
    - 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
    - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
  - **Interdisciplinary Content Standards**

- 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
  - 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
  - 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement)
  - 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
  - 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as

part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

Drug and Alcohol Education N.J.S.A. 18A:40A-1 Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological and legal effects on the individual, the family and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education pursuant to section 2 of this act, and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

Harassment, Intimidation, and Bullying in School Settings 18A:37-13.1 School districts and their students, parents, teachers, principals, other school staff, and board of education members would benefit by the establishment of clearer standards on what constitutes harassment, intimidation, and bullying, and clearer standards on how to prevent, report, investigate, and respond to incidents of harassment, intimidation, and bullying.

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to live a healthy active lifestyle.

**As aligned with LRHSD Long Term Learning Goals** *By the end of the year, learners should be able, on their own, to effectively draw upon all the content learned each year, to...*

- *foster positive social influence as an educated, contributing citizen.*
- *use problem solving skills to solve “real world” health and well-being situations.*
- *make responsible life decisions that contribute to their wellness.*
- *communicate effectively as part of a peer group.*
- *live a healthy lifestyle through physical activity.*
- *analyze and evaluate health and safety situations.*
- *self-assess their personal decisions to improve wellness.*

Enduring Understandings

Students will understand that. . .

*EU 1*

- the five health related (body composition, flexibility, muscular strength, muscular endurance, cardiovascular endurance) and the six skill related fitness components (speed, agility, balance, coordination, power, reaction time) are an integral part of an active and healthy lifestyle.

Essential Questions

*EU 1*

- Is one health related fitness component more important than another?
- Is one skill related fitness component more important than the rest?
- Why is balance between the components necessary?
- How do these components affect other aspects of life?

*EU 2*

- How does one set realistic goals?

<p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● setting realistic goals will enhance the ability to be successful in any endeavor throughout life.</li> </ul> <p><i>EU3</i></p> <ul style="list-style-type: none"> <li>● using performance enhancing drugs can affect a person's quality of life.</li> </ul> <p><i>EU4</i></p> <ul style="list-style-type: none"> <li>● having good character and making good decisions can help them live a healthier lifestyle.</li> </ul> <p><i>EU5</i></p> <ul style="list-style-type: none"> <li>● that the components of the F.I.T. (Frequency, Intensity, and Time) Principle determines the effect of an activity on a person's health.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is goal setting important?</li> <li>● Why is it important to set short term and long term goals to enhance health?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● Are anabolic steroids worth it?</li> <li>● Why do you think people take performance enhancing drugs?</li> <li>● How do performance enhancing drugs affect today's society?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>● What determines what makes a decision good or bad?</li> <li>● What factors lead to a healthy lifestyle?</li> <li>● What are the consequences of bad decision making?</li> <li>● How does having positive character traits lead to a healthier lifestyle?</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>● How can F.IT. be used to improve your skill level with the health related components of fitness?</li> <li>● How can F.IT. be used to improve your skill level with the skill related components of fitness?</li> <li>● How can you change the individual components of F.I.T. to accomodate to your lifestyle and personal needs?</li> </ul>
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● the 5 health related components of fitness. (2.2.12.PF.3)</li> <li>● the 6 skill related components of fitness. (2.2.12.PF.3)</li> </ul>	<p><u><i>Skills</i></u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● create a workout plan utilizing all the components of health and skill related fitness. (2.2.12.PF.3)</li> </ul>

- how all the components are incorporated into physical activities. (2.2.12.PF.3)

#### EU 2

- the difference between a realistic and unrealistic goal. (2.2.12.PF.1)
- how goals adapt and change throughout life. (2.2.12.PF.1)

#### EU 3

- types of performance enhancing drugs and their side effects. (2.2.12.PF.4)
- the side effects of performance enhancing drugs. (2.2.12.PF.4)
- differences between blood doping and steroids. (2.2.12.PF.4)
- illegal ways people obtain performance enhancing drugs. (2.2.12.PF.4)

#### EU 4

- qualities of good character. (2.1.12.PGD.1)
- decision making processes. (2.1.12.PGD.1)
- HIB (2.1.12.PGD.1)

#### EU 5

- critique their daily physical activity and identify existing health related and skill related fitness components. (2.2.12.PF.3)
- perform and/or identify all health and skill related components. (2.2.12.PF.3)

#### EU 2

- create realistic short and long term goals related to their health and fitness. (2.2.12.PF.1)
- recognize the difference between realistic and unrealistic goals. (2.2.12.PF.1)
- create a 5 year, 10 year, and 20 year plan for their lives. (2.2.12.PF.1)

#### EU3

- compare and contrast the long term vs. short term side effects of performance enhancing drugs. (2.2.12.PF.4)

#### EU 4

- use decision making skills to resolve potential real life situations. (2.1.12.PGD.1)
- distinguish between good and bad characteristics found in a role model. (2.1.12.PGD.1)
- compare and contrast the different outcomes of good and bad decision making. (2.1.12.PGD.1)

- the components of the F.I.T. Principle. (2.2.12.PF.3)
- the various ways to determine Body Mass Index. (2.2.12.PF.3)
- how Maximum Heart Rate affects an individual's performance. (2.2.12.PF.3)

EU 5

- calculate their body mass index. (2.2.12.PF.3)
- calculate Max Heart Rate. (2.2.12.PF.3)
- identify how changing the different components of F.I.T. affects an individual's performance. (2.2.12.PF.3)

## Stage Two - Assessment

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## Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Students will list and describe each of the 5 health related and 6 skill related components of fitness. **(A, EU 1)**
- Show and discuss the video The Human Body: Pushing the Limits. Discuss the potential energy of each muscle. **(A, EU 1, EU 5)**
- Use the internet to research the history of the use of anabolic steroids. **(A, EU 3)**
- **Design a fitness plan for each component using the F.I.T. principle. (A, M, EU 1, EU 5)**
- View and discuss a district made video on harassment, intimidation, and bullying. **(A, M, EU 4)**
- Discuss dating violence resources and information utilizing the National Center for Victims of Crime materials. **(A, M, EU 4)**
- Have groups share examples of health and skill components of fitness. **(M, EU 1)**
- Identify the side effects of steroids on the body. **(M, EU 3)**
- Compare and contrast current exercise fads/programs for their success and adherence to the F.I.T. Principal. **(M, EU 1,EU 5)**
- **Evaluate a list of goals to determine if they are attainable or unattainable. (M, T, EU 2)**

- Conclude the unit with student self-evaluation regarding their personal target heart rate ranges. Each student develops a personal action plan for his/her “Healthful Fitness” goal. **(M, T, EU 2)**
- Students will work independently to calculate their Body Mass Index. **(T, EU 5)**
- Participate in a fitness lab to calculate group members’ Max Heart Rate **(T, EU 5)**
- In groups, the students will be able to create and demonstrate an activity that assesses each health related and skill related component of fitness. **(T, EU 5)**
- Independently students will create a time capsule and include in it 10 realistic goals to be completed over the next 10 years. **(T, EU 2)**

### Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Components of Healthy Lifestyle	30
2	Safety First Aid and Emergency Care	30
3	Nutrition and its Impact on a Healthy Lifestyle	30



## **Instructional Materials**

*{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}*

*Chromebook  
Projector  
DVD Player  
Board  
Timers*

## **Accommodations**

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.