

# Wellness I Course Syllabus

**Course Title:** Wellness I

**Department:** Comprehensive Health Education

**Primary Course Materials:** Three Ring Binder

## **Course Description:**

Required for students in grade 9, this course presents developmentally appropriate material to address wellness content areas. A sample of health topic areas to be covered include: stress awareness and management, HIV awareness, decision making, nutrition, health risks of tobacco, alcohol and other substances.

The physical education component of this course provides students with an understanding of fitness as it relates to physical activity. Emphasis is placed on refining motor skills and developing leadership and decision making skills. Students will have the opportunity to be trained in CPR, participate in individual fitness testing programs, and learn the skills, strategies and rules necessary to participate in and enjoy a variety of leisure and physical activities in order to maintain lifelong health and well being.

**Target Expectations Met:** 3, 5, 7, 9, 10

## **Essential Questions:**

1. Explain the consequences drugs have had on your community.
2. Can you identify positive and negative coping strategies you use to deal with stress?
3. How do you incorporate the components of wellness into your life?
4. What are the benefits of following a decision making model?
5. How can I improve or maintain my personal level of fitness?

## **Course Objectives:**

1. Student will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and learned skills to promote self-acceptance, set goals, make decisions, and cope with stress.
2. Student will be able to identify the relationship between the dimensions of wellness, integrating their effects on overall well-being
3. Student will be able to make health-enhancing decisions relating to their physical and mental well-being.
4. Student will be able to evaluate fitness testing components and how they relate to personal fitness.
5. Students will acquire and refine a variety of manipulative, loco motor, non-loco motor movement skills and utilized principles of training and conditioning, and apply the concept of wellness to their lives.

## **Common Goals:**

### **Thinking and Communicating**

- 1)  Read information critically to develop understanding of concepts, topics and issues.
- 2)  Write clearly, factually, persuasively and creatively in Standard English.

- 3)  Speak clearly, factually, persuasively and creatively in Standard English.
- 4)  Use computers and other technologies to obtain, organize and communicate information to solve problems.
- 5)  Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

**Gain and Apply Knowledge in and across the Disciplines**

- 6) Gain and Apply Knowledge in:
  - a)  Literature and Language
  - b)  Mathematics
  - c)  Science and Technology
  - d)  Social Studies, History and Geography
  - e)  Visual and Performing Arts
  - f)  Health and Physical Education

**Work and Contribute**

- 7)  Demonstrate personal responsibility for planning one's future academic and career options.
- 8)  Participate in a school or community service activity.
- 9)  Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

**Learning Standards from the Massachusetts Curriculum Framework:**

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be covered and assessed in this course.

**Additional Learning Objectives Beyond the Curriculum Framework:** NEASC Learning Expectations

**Sequential Content Outline:**

**1. Components of Fitness and Wellness**

This unit introduces the physical and psychological connections of health. It stresses the importance of fitness and provides students with factual information about fitness. Students will discover the psychological as well as physical benefits of fitness. Practical ideas for staying fit and improving Fitnessgram Fitness Test scores will be provided.

- Fitness inventory
- Fitness Testing
- Muscle Project (poster or class presentation)
- Personal fitness plan
- Quiz

**2. Goal Setting/Decision Making/Self-concept**

This unit introduces the concept of self-understanding and how it relates to all areas of one's life. This chapter helps students discover who they are, while examining the behaviors that help them fit into society more successfully. This unit will also help them learn a six-step decision making strategy.

- Goal Poster
- Journal Entries
- Quiz

### **3. Stress Management**

During this unit, student will identify the concept of stress, its effects on the body, and ways to reduce or manage their stress. The unit emphasizes the importance of the individual's need to deal with stress effectively to reduce harmful effects on the body systems. It also gives students some positive ideas for identifying stressors, developing time management skills, and using various coping methods to handle every-day living.

- Drawing Feelings
- Stress Inventory
- Journal Entries
- Quiz

### **4. Mental Health**

This 6 week unit introduces students to many of the common mental health disorders and issues, such as anxiety disorders, depression, obsessive-compulsive disorder, post- traumatic stress disorder, eating disorders, and teen suicide. Students will learn to recognize signs and symptoms of these disorders and be familiar with possible types of treatment and steps to take if they are worried that they themselves or a friend may be dealing with a mental health issue.

- Computer Lab worksheet
- Journal Entries
- Quiz

### **5. Nutrition**

This unit introduces students to the nutrients and the ways in which the body uses food to produce energy. Students will be able to analyze their existing patterns and compare what they eat to national guidelines (mypyramid.gov).

- Food log
- Mypyramid.gov worksheet
- Journal Entries
- Quiz

### **6. Drugs, Alcohol, and Tobacco**

This unit explains the difference between drug use, misuse, and abuse. It introduces students to the personal problems, as well as societal problems, associated with usage. The effects of drugs, alcohol, and tobacco have on the body will be examined deeply. This unit will also introduce students to the progression of addiction and explain why people continue to use substances, even though they are well- informed of the dangers that accompany their habit.

- Addiction Collage
- Information Worksheet
- Journal Entries
- Quiz

### **7. Cooperative Games**

An introduction to personal challenge/discovery activities, including group initiatives, cooperative games, and trust exercises. Students will learn through active participation, leadership, and understanding group dynamics.

### 8. Strength and Conditioning

This unit introduces the student to the Bigger, Faster, Stronger program. Students will learn how to use the various pieces of equipment and the fundamental strengthening exercises of the BFS program. There is a strong emphasis on using proper form, and on establishing a workout routine.

### 9. Pickleball

This unit introduces students to the game of pickleball. History, rules, and regulations are incorporated into the practical aspects of the unit.

### 10. Archery

This is an introductory unit which focuses on learning proper safety and technique when shooting with bow and arrow. The majority of class time is spent practicing technique while shooting at targets.

### 11. Line Dancing

Students will learn the basics of line dancing. They will be introduced to various choreographed dances and dance steps. Students will also learn the history of line dancing and its impact on modern day dance.

### 12. FitnessGram

The purpose of this unit is to promote lifelong physical activity among youth. The program endorses a long-term view of physical education in which the promotion of lifelong habits of physical activity is the primary goal. Students will do a variety of physical fitness tests that will assess cardiovascular fitness, muscular strength, muscular endurance, flexibility, and body composition. Students will complete the FITNESSGRAM three times during the school year.

The fitnessgram assessment is intended to provide teachers, students, and parents with accurate information about a child's level of physical fitness. The results are meant to be individualized and personal. The results allow a review of each child's healthy fitness zone as determined by the test. The primary goal is to promote regular physical activity among all youth.

### Major Evaluation Strategies:

Name of Assessment	Type of Assessment		Common Goals Assessed	Standards Assessed	Other Objectives Assessed
	Test	Performance Assessment			
Fitness Testing	<input type="checkbox"/>	<input type="checkbox"/>			
Mid-Term Exam	<input type="checkbox"/>	<input type="checkbox"/>			
Final Exam	<input type="checkbox"/>	<input type="checkbox"/>			
Mypyramid.gov sheet	<input type="checkbox"/>	<input type="checkbox"/>			
Eating Disorder Sheet	<input type="checkbox"/>	<input type="checkbox"/>			
Student Binder Checks	<input type="checkbox"/>	<input type="checkbox"/>			

**Learning Standards from the Massachusetts Curriculum Framework:**

<b>Physical Health Strand</b>		
<input type="checkbox"/>	Standard 1: Growth and Development	Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.
<input type="checkbox"/>	Standard 2: Physical Activity and Fitness	Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.
<input type="checkbox"/>	Standard 3: Nutrition	Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.
<b>Social and Emotional Health Strand</b>		
<input type="checkbox"/>	Standard 5: Mental Health	Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.
<input type="checkbox"/>	Standard 7: Interpersonal Relationships	Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

<b>Safety and Prevention Strand</b>		
<input type="checkbox"/>	Standard 10: Tobacco, Alcohol, & Other Substance Use/Abuse Prevention	Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.
<b>Personal and Community Health Information Strand</b>		
<input type="checkbox"/>	Standard 12 : Consumer Health and Resource Management	Students will gain the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family and the community.

