

#812 WELLNESS

GRADE: 9

LEVEL: 2

CREDITS: 5

PREREQUISITE: NONE

BASIC TEXTS: MAKING LIFE CHOICES

SUPPLEMENTAL READINGS: Assorted articles provided by instructor as assignments

REQUIRED MATERIALS: Writing utensil, notebook, binder, suitable clothing for physical education.

COURSE DESCRIPTION:

Wellness is an integration of classroom health education and physical education. It is designed for ALL students, regardless of mental and physical abilities. The emphasis of the grade 9 course is on health choices and behavior, emotional and social health, physical health (including body systems, nutrition, weight control, health maintenance, and physical fitness), substance use and abuse, and the life cycle (including relationships, reproductive system, and sexual behavior). Grade 9 physical education focuses on personal fitness and instructional sporting activities.

MISSION RELATED GOALS:

This class will provide the student with a variety of opportunities to develop and demonstrate academic excellence and intellectual curiosity. A variety of teaching methods will be used to foster an environment that promotes respect for others and self-confidence. Communication and problem-solving skills necessary to become successful, contributing members of society will be practiced to enhance personal wellness.

SCHOOLWIDE LEARNING EXPECTATIONS:

This class will provide the student with a variety of opportunities to demonstrate academic excellence and intellectual curiosity by communicating effectively, solving complex problems, and working with others toward a common goal. Students will be afforded opportunities to apply health and fitness concepts to real-world situations in order to exercise life skills that promote personal growth. A variety of teaching methods will be used to foster an environment that promotes the development and practice of utilizing self-confidence and respect for others throughout the school and global community.

GENERAL PERFORMANCE OBJECTIVES:

The student will be able to:

1. recognize that wellness includes emotional, physical, and social components.
2. recognize the effect heredity, the environment, and lifestyle choices have on their lifelong health.
3. demonstrate skills to promote self-acceptance, to make decisions, and to cope with stress
4. recognize healthy food choices that support good health.
5. attain the highest level of fitness, dependent on individual capabilities.
6. develop and condition the heart, lungs, and muscles to meet daily and emergency needs.
7. apply the knowledge and skills to be competent in making healthy decisions to prevent substance abuse.
8. describe the factors that contribute to healthy vs. unhealthy interpersonal relationships, including dating and commitment.
9. identify the anatomy and physiology of the reproductive system, including puberty, pregnancy, and fetal development.
10. identify sexual facts from myths along with methods of pregnancy and STI prevention.
11. demonstrate a basic knowledge and understanding of various sports activities through participation.

MASSACHUSETTS FRAMEWORKS STRANDS:

- Physical Health (Standards 1 – 4)
- Social and Emotional Health (Standards 5 – 7)
- Safety and Prevention (Standards 8 – 11)
- Personal and Community Health (Standards 12 – 14)

CURRICULUM FRAMEWORK LEARNING STANDARDS:

Standard 1: Growth and Development

1.11 - Describe the impact of behavior and environment on failure of body systems (nervous, muscular, skeletal, circulatory, respiratory, endocrine, and excretory systems).

1.12 – Describe the growth patterns and body changes within human beings throughout the life cycle (from prenatal through late adulthood), including critical periods in growth and development.

1.13 - Describe how both heredity (including congenital factors) and the environment influence growth and development.

Standard 2: Physical Activity and Fitness

2.17 – Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many, and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics).

2.18 – Demonstrate activities for warming up and cooling down before and after aerobic exercise.

2.19 – Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology.

2.20 - Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.

2.21 - Identify the components of physical fitness and the factors involved in

planning and evaluating fitness programs for individuals at different stages of the life cycle.

2.22 - Conduct a personally developed physical activity program.

2.23 - Meet developmentally appropriate health-related fitness benchmarks.

2.24 - Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans.

2.25 - Understand how activity participations patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for lifelong wellness.

2.26 - Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.

2.27 - Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction).

Standard 3: Nutrition

3.14 - Describe the digestive process and how substances (alcohol, drugs, and chemicals) interfere with metabolism.

3.15 - Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health.

3.16 - Describe the nutritional needs and outcomes associated with life stages (prenatal through late adulthood).

3.17 - Identify the effects of food preparation techniques on the nutritional value of the food.

3.18 - Identify common food-borne illnesses.

3.19 - Identify and practice resource management skills needed to maintain and improve nutritional health.

3.20 - Identify and analyze dietary plans, costs, and long-term outcomes of weight management programs.

3.21 - Identify how social and cultural messages about food and eating influence nutrition choices.

Standard 4: Reproduction/Sexuality

4.11 – Identify the stages of the male and female reproductive systems over the life cycle.

4.12 – List the signs of pregnancy.

4.13 - Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention methods, including abstinence.

4.14 – Identify the possible determinants of sexual orientation and analyze the weight of each in light of available research.

4.15 – Explain the importance of examination of both genders for HIV and STI's before conception and the risks and precautions of delivery when HIV and STI's are present.

4.16 – Describe proper prenatal care and identify types of birth defects.

4.17 - Explain the importance of communication and setting limits in a sexual relationship

4.18 - Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STI's, including HIV/AIDS).

4.19 - Evaluate the impact of HIV/AIDS on the community, medical resources, and family

4.20 - Identify resources available for treatment of reproductive health problems.

4a - Identify and explain laws about reproductive services. (*Law and Policy. Connects with History & Social Science: Civics & Government*)

4b - Explain the laws and relevant court rulings concerning rights about consensual sexual relationships and reproduction (e.g., Roe v. Wade, Bowers v. Hardwick). (*Law and Policy. Connects with History & Social Science: Civics & Government*)

Standard 5: Mental Health

5.11 - Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress.

5.14 - Describe the theories of personality development, including identity formation, and differentiate among the concepts of self, public self, and private self.

5.15 - Describe the influence of gender on identity & self-concept.

5.16 - Describe the signs of destructive behavior, and identify intervention strategies and kinds of professional intervention.

5.18 - Identify ways in which decision-making is influenced by sound character, family, and personal beliefs.

5.19 - Explain positive techniques for handling difficult decisions.

Standard 6: Family Life

6.11 - Identify steps for getting support or help, including identifying resources for families whose members have special health needs.

6.14 - Describe the consequences of teen parenting from the perspectives of the teen mother, teen father, and the parents of the teens.

6.15 - Identify desirable character traits (such as love, respectfulness, generosity, kindness, and forgiveness) and describe the development of good character, including the role of parents and family in the moral development of children.

6.16 - Describe considerations relevant to becoming a parent (including the various ways of becoming a parent such as foster parenting, adoption, and step-parenting).

Standard 7: Interpersonal Relationships

7.10 – Identify techniques for handling anger and resolving conflicts in the family, friendships, and the workplace, including seeking help from professional and community organizations and faith-based groups.

7.11 – Contrast the emotional impact on long-term relationships of positive communication (such as active listening, praise, and humor) with negative communication (such as teasing, name calling, bullying).

7.12 – Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the development of good character in the members of society).

7.13 – Explain the importance of communication in setting limits in a sexual relationship.

7.14 – Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in making healthy decisions.

7.15 – Recognize and identify the concept of friendship without romantic involvement and how friendship may develop into romantic relationships.

Through the study of Romantic Relationships students will:

7.16 – Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness in committed relationships.

7.17 – Describe commitment in casual and serious relationships.

Standard 8: Disease Prevention and Control

8.14 - Identify positive health behaviors that reduce the risk of disease.

8.15 - Learn how to use effective physical self-examination procedures and at what age they become necessary.

8.16 - Demonstrate how to discuss procedures and test results with health care providers

8.18 – Analyze the interaction between genetics and disease.

8.19 - Explain the prevention and control of common communicable infestations, diseases, and infections.

8b - Explain confidentiality laws and individuals' rights to seek medical treatment. (*Law & Policy. Connects with History & Social Science: Civics & Government*)

Standard 9: Safety and Injury Prevention

9.15 – Define harassment based on gender, race, national origin, sexual orientation, religion, or handicap.

9.16 – Define date and acquaintance rape, and describe both how to protect oneself in these situations and how to seek help.

9a – Identify and explain the laws governing sexual harassment, and date and acquaintance rape. (*Law & Policy. Connects with History & Social Science: Civics & Government*)

Standard 10: Tobacco, Alcohol and Other Substance Use/Abuse Prevention

10.9 - Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction, and overdose.

10.10 - Describe the harmful effects of tobacco, alcohol, and other substances on pregnant women and their unborn children.

10.12 - Explain the physical, financial, social, and psychological cost of addiction.

10.13 - Demonstrate the ability to make informed decisions regarding the use of tobacco, alcohol, and other drugs.

10.14 – Describe the influence of drug abuse on family members.

10.15 - Apply promotion skills to encourage healthy behaviors (such as identifying and evaluating initiatives and opportunities for promotion, collecting, and disseminating information, and modeling).

Standard 11: Violence Prevention

11.11- Identify shared community and societal beliefs that underlie violence.

11.12 - Describe the relationship between negative stress and violence.

11.13 – Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.)

11.14 - Describe the relationships among attitudes, behaviors, and vulnerability to violence.

11.15 - Explain why some people admire others who gain social status through violence and how this can contribute to further violence.

11.16 - Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy.

11.18 – Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships.

11.19 – Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them.

Standard 12: Consumer Health and Resource Management

12.11 - Explain when and how to use self-care or professional health care services.

Standard 14: Community and Public Health

14.8 - Evaluate the availability and quality of services for community health.

14.11 - Identify the functions of the school, health department, and other community and public health and social service agencies in health promotion and disease prevention through community health initiatives and observances.

UNITS AND THEMES:

WELLNESS GRADE 9

UNIT

STANDARD

I. HEALTH CHOICES AND BEHAVIOR (3 days)	8.14, 8.17, 8.18
II. EMOTIONAL AND SOCIAL HEALTH (12 days)	2.25 5.11, 5.14, 5.15, 5.16, 5.18, 5.19 6.11 7.10, 7.11, 7.12, 7.14, 7.15 11.11, 11.12, 11.14, 11.15, 11.16
III. YOUR PHYSICAL HEALTH (A -D 6 days, E-G 42 days)	1.11, 1.13 2.17 – 2.27 3.14, 3.15, 3.16, 3.17 3.18 3.19, 3.20, 3.21 8.14, 8.15, 8.16
IV. DRUG USE AND ABUSE (5 days) 10.13	10.9, 10.11, 10.10, 10.12, 10.14, 10.15
V. THE LIFE CYCLE(15 days)	4.11 – 4.20, 4a, 4b 6.14, 6.15, 6.16 7.10 – 7.17 8.18, 8.19, 8b 9.15, 9.16, 9a 11.13, 11.18, 11.19 12.11 14.8, 14.11

COURSE OUTLINE:

WELLNESS GRADE 9

UNIT

I. HEALTH CHOICES AND BEHAVIOR

- A. Wellness and Your Choices
- B. Portrait of a Well Person
- C. Making Behavior Changes

II. EMOTIONAL AND SOCIAL HEALTH

- A. Emotional Health
 - 1. self-knowledge
 - 2. thoughts, values, emotions
 - 3. relating to others
 - 4. making decisions and solving problems
 - 5. conflict management
 - 6. depression & suicide
- B. Your Changing Personality
 - 1. life stages and human needs
 - 2. gender and personality
 - 3. developing self-esteem
 - 4. peer groups and peer pressure
- C. Stress and Stress Management
 - 1. stress and stressors
 - 2. stress and body systems
 - 3. stress vs. distress
 - 4. coping & management of stress

III. YOUR PHYSICAL HEALTH

- A. The Human Body and Its Systems
 - 1. the integrated body
- B. Nutrition
 - 1. the digestive system
 - 2. benefits of nutrition
 - 3. nutrients and fiber
 - 4. analyzing food
 - 5. choosing nutritious foods
 - 6. food preparation, and meal planning
- C. Weight Control
 - 1. problems with too little and too much body fat
 - 2. the right weight for you
 - 3. energy balance
 - 4. weight gain and weight loss
 - 5. smart weight loss strategies
 - 6. smart weight gain strategies
 - 7. eating disorders
 - 8. social and cultural messages
- D. Maintaining a Healthy Body

1. personal cleanliness concerns
 2. essential self-exams
 3. exercise
 4. when to visit a health care provider
- E. Fitness
1. benefits of fitness
 2. conditioning
 - a. aerobics
 3. cardiovascular endurance
 4. flexibility
 5. muscle strength & endurance
 - a. weight training
 6. body composition
 7. preventing sports injuries & illnesses
 8. lifelong wellness
 - a. overload & progression
- F. Physical Team Activities (instructionally & seasonally driven)
1. various forms of football
 2. various forms of soccer
 3. various forms of handball
 4. various forms of floor hockey
 5. various forms of volleyball
 6. various forms of kickball
 7. ultimate frisbee
 8. basketball
 9. badminton
 10. softball
 11. lacrosse
 12. horseshoes
 13. field hockey
 14. tactical sporting activities
- G. Physical Individual Activities (instructionally & seasonally driven)
1. running and walking
 2. cross-country skiing
 3. track and field

IV. DRUG USE AND ABUSE

- A. Drugs Abuse
1. drug abuse defined
 2. reasons for abuse
 3. commonly abused drugs
 4. addiction and dependence

V. THE LIFE CYCLE

- A. Pairing, Commitment, Marriage
1. infatuation vs. mature love

2. how to develop a healthy relationship
3. sexual orientations
4. conflict
 - a. relationship abuse
 - b. rape
 - c. sexual harassment
- B. Male and Female Reproductive System
 1. anatomy and physiology
 2. puberty
 3. pregnancy, fetal development and birth
 4. birth defects and other problems
- C. Sexual Behavior, Pregnancy Prevention and Disease Prevention
 1. sexual activity
 2. sexual myths
 3. methods of contraception
 4. STI prevention & control
- D. Pregnancy and Parenting Issues
 1. the decision to be a parent or not
 2. choices if pregnant
 3. teen parenting issues

SUGGESTED INSTRUCTIONAL STRATEGIES:

1. lecture
2. written exercises
3. group work
4. authentic achievement projects
5. use of models and manikins
6. questioning techniques
7. calculator activities
8. games
9. student presentations
10. role playing
11. videos
12. computer web searches
13. video summation sheets
14. jigsaw techniques
15. book reference work
16. parent/student homework enrichment activities

SUGGESTED INTEGRATED ACTIVITIES:

1. American Lung Association guest speaker program.
2. Massachusetts Head Injury Association speaker program.
3. Cooking and analyzing a healthy meal with World of Foods classes.
4. Healthy Snack Initiative Program

USE OF TOOLS/TECHNOLOGY

1. overhead projector
2. computers
3. television/vcr
4. manikins
5. calculator
6. sports and fitness equipment
7. first aid manipulatives
8. AED trainer

ASSESSMENT TECHNIQUES

1. informal assessment during class
2. written tests & quizzes
3. practical exams
4. reflective essays
5. authentic achievement projects
6. fitness standards
7. CPR/ First Aid written and performance competency testing
8. oral presentations
9. poster presentations
10. self assessment
11. oral testing
12. portfolio assessment