

## **#822 WELLNESS**

**GRADE: 10**

**LEVEL: 2**

**CREDITS: 5**

**PREREQUISITE:** Successful completion of Grade 9 Wellness (812)

**BASIC TEXTS:** MAKING LIFE CHOICES HEARTSAVER CPR IN SCHOOLS

**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 10 course is on emotional, mental, and social health, substance use and abuse, physical health (including diseases processes, cardiovascular disease, and physical education), the life cycle (including mature life, aging, and death), parenting, first aid and safety, the consumer and the health care system, and global health issues. Grade 10 physical education focuses on recreational and lifelong 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. identify common mental health disorders and treatments.
4. define loss, grief, and healthy coping skills related to both.

5. acquire the knowledge and skill to be competent in making health-enhancing decisions regarding the use of medications.
6. define the cycle of addiction and treatment for substance abuse
7. attain the skill to search for information including definition, risk factors, diagnostic measures, treatment, and lifestyle choices for prevention of diseases common in the American culture.
8. attain the highest level of fitness, dependent on individual capabilities.
9. develop and condition the heart, lungs, and muscles to meet daily and emergency needs.
10. understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes for lifelong wellness.
11. apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings.
12. learn the emotional and physical changes related to the aging process and strategies to promote optimal health through late adulthood.
13. gain knowledge about the significance of the family on individuals and will learn skills to be effective parent and nurture the development of children.
14. demonstrate the knowledge and skill to administer first aid and basic life support.
15. acquire the knowledge and skills necessary to obtain, manage, and evaluate health care resources for the well-being of themselves and their family.
16. gain knowledge of the interdependence between environmental and physical health and how to care for the environment.

#### **MASSACHUSETTS FRAMEWORKS STRANDS:**

- Physical Health
- Social and Emotional Health
- Safety and Prevention
- Personal and Community Health

#### **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**

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

**3.18** - Identify common food-borne illnesses.

### **Standard 4: Reproduction/Sexuality**

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

**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.

**4.18** - 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*)

### **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.

**5.12** - Identify the factors that help people deal with grief.

**5.13** - Analyze research on health behaviors and brain chemistry and emotional functioning.

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

**5.17** - Identify common mental health disorders and treatments.

**5.19** - Explain positive techniques for handling difficult decisions.

### **Standard 6: Family Life**

**6.9** - Explain the functions, purposes, and social significance of family from various historical periods, including modern times.

- 6.10** - Identify the traits of a healthy family (such as responsibility, communication, trust, loyalty, respect, commitment, love, affirmation, and self-reliance) and explain the interdependence and independence of family members.
- 6.11** - Identify steps for getting support or help, including identifying resources for families whose members have special health needs.
- 6.12** - Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages) and the financial resources needed for parenting.
- 6.13** - Evaluate various types of discipline parents might use with children of different ages.
- 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.
- 6.17** - Describe parental practices that encourage literacy in young children.
- 6a** - Identify laws related to child abuse.

### **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).

### **Standard 8: Disease Prevention and Control**

- 8.13** - Explain how the immune system functions to prevent and combat disease.
- 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.
- 8.17** - Describe the leading causes of death for different age groups, symptoms of common diseases among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems.
- 8.18** - Analyze the interaction between genetics and disease.
- 8.19** - Explain the prevention and control of common communicable infestations, diseases, and infections.
- 8a** - *(Law & Policy. Connects with History & Social Science: Geography and Civics & Government)*  
analyze the influence of factors (such as social and economic) on the treatment and management of illness
- 8b** - Explain confidentiality laws and individuals' rights to seek medical treatment. *(Law & Policy. Connects with History & Social Science: Civics & Government)*
- 8c** - *(Law & Policy. Connects with History & Social Science: Geography)* analyze the effects of urbanization, medical advances, politics, and public opinion on the transmission, prevention, and treatment of disease.

### **Standard 9: Safety and Injury Prevention**

**9.13** - Explain the connection between accidents and injuries, including the importance of using seatbelts

**9.14** - Describe the precautions necessary for safety during violent weather conditions and natural disasters.

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

**9.17** - Evaluate home safety conditions, including the presence and proper use of smoke detectors and fire extinguishers

**9.18** - Describe practices related to safety conditions in the workplace.

**9.19** - Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest.

**9.20** - Describe symptoms and procedures for sudden illness conditions.

**9b** - (*Law & Policy. Connects with History & Social Science: Civics & Government*) describe laws related to safety conditions in the workplace.

### **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.

**10.11** - Explain the consequences of driving under the influence of alcohol and other drugs, including the effects on passengers when the driver is impaired.

**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**

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

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

**11.17** - Describe the responsibility of the family in teaching children non-violent attitudes and conduct.

**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.

**12.12** - Identify information needed to select and maintain relationships with health care providers to meet the needs of individuals and family members.

**12.13** - Describe the various methods for gaining access to health care and health insurance.

**12.14** - Apply planning and management skills to organize tasks and responsibilities.

**12.15** - Explain criteria for making consumer decisions about various kinds of products.

**12.16** - Review the positive and negative influences of the media that impact on health.

**12.17** - Describe the individual's responsibility to be a wise and informed consumer, including how to plan a budget that includes a spending and savings plan.

**12.18** - Analyze decisions about making specific purchases and maintaining those products or services.

**12.19** - Identify procedures for making consumer complaints such as determining if/when a complaint is warranted, gathering relevant information, and identifying the appropriate agencies to contact.

**12.20** - Explain the contribution of business, industry, and technology to the improvement of consumer products and choices.

**12a** - (*Law & Policy. Connects with History & Social Science: Civics & Government*) Identify the contribution of state and federal public health laws and of government agencies for the protection of the consumer.

**12b** - (*Law & Policy. Connects with History & Social Science: Civics & Government*) Analyze the reciprocal relationships among consumer rights, policies and laws, and business and industry.

**12c** - (*Health Statistics. Connects with Math: Probability & Statistics*)

Evaluate methods to determine the accuracy of emerging health research.

### **Standard 13: Ecological Health**

**13a** - (*Law & Policy. Connects with History & Social Science: Geography*) Identify the reciprocal relationships among social and economic factors and practices and ecological health.

**13b** - (*Law & Policy. Connects with History & Social Science: Geography*) Research strategies for improving global ecological health and evaluate them for their sensitivity to social background issues.

**13c** - (*Law & Policy. Connects with History & Social Science: Civics & Govt*) Analyze the influence and contribution of government legislation and individuals' actions on environmental health, particularly as related to disease and food protection.

### **Standard 14: Community and Public Health**

**14.7** - Analyze the effects of diseases on the community and society.

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

**14.9** - Explain how service in community health can improve the physical health of community members.

**14.10** - Identify prevalent health concerns and health promotion initiatives in the United States and compare with other parts of the world.

**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.

**14c** - (*Law & Policy. Connects with History & Social Science: Chronology & Cause*) Analyze the reciprocal relationships among social, economic, and environmental factors and community and public health.

**14d** - (*Law & Policy. Connects with History & Social Science: Civics & Government*) Describe the implementation of public health policies, initiatives and laws, and their subsequent contribution to the quality of life.

## UNITS AND THEMES:

### WELLNESS GRADE 10

#### UNIT

#### STANDARD

<b>I. EMOTIONAL, MENTAL, &amp; SOCIAL HEALTH( 5 – 8 days)</b>	5.11, 5.12, 5.13, 5.16, 5.17, 5.19 7.10, 7.11, 7.12
<b>II. DRUG USE AND ABUSE ( 5 days)</b>	10.9 – 10.15
<b>III. PHYSICAL HEALTH (A-C: 2 weeks, D-F: 9 weeks)</b>	11, 1.13 2.17 - 2.27 3.16, 3.18 4.13, 4.15, 4.16, 4.18 - 4.20, 4a 8.13 - 8.19 14.7
<b>IV. THE LIFE CYCLE ( 5 days)</b>	1.11, 1.12, 1.13 2.21, 2.25 3.16 6.11 8.14, 8.17
<b>V. THE ELEMENTS OF PARENTING ( 3 – 5days)</b>	6.9 - 6.13, 6.15, 6.16, 6a 7.10, 7.11 11.17
<b>VI. FIRST AID AND SAFETY ( 5 days)</b>	9.13 - 9.15, 9.18 - 9.20, 9a 11.13, 11.16, 11.17, 11.19
<b>VII. THE CONSUMER AND THE HEALTH CARE SYSTEM ( 5 days)</b>	8a - 8c 2.11 - 12.20, 12a - 12c  14.8 - 14.11, 14b - 14e
<b>VIII. GLOBAL ISSUES ( 3 days)</b>	13a - 13c

## COURSE OUTLINE:

### WELLNESS GRADE 10

#### UNIT

#### **I. EMOTIONAL, MENTAL, & SOCIAL HEALTH**

##### A. Emotional Problems

1. causes of emotional & mental health problems
2. common emotional & mental health problems
3. families with problems
4. depression & suicide
5. loss, grief, and emotional healing

## **II. DRUG USE AND ABUSE**

- A. Drugs as Medicines
- B. General Review of Drug Use and Abuse
- C. Addiction
  - 1. alcoholism and other addictions
  - 2. chemically dependent families
  - 3. strategies for recovery

## **III. PHYSICAL HEALTH**

- A. Infectious Diseases
  - 1. causes
  - 2. symptoms and disease processes
  - 3. prevention, detection, and treatment
  - 4. taking action against infectious diseases
- B. Non-Infectious Diseases
  - 1. types and causes
  - 2. prevention, detection, and treatment
  - 3. living with non-infectious diseases
- C. Heart and Artery Disease
  - 1. circulatory system and cardiovascular disease
  - 2. reducing CVD risk
  - 3. detection and prevention of CVD death
- D. Basic Life Support
  - 1. infant
  - 2. adult
  - 3. automated external defibrillator
- E. Physical Team Activities (recreationally & 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
- F. Physical Individual Activities (recreationally & seasonally driven)
  - 1. running and walking
  - 2. cross-country skiing
  - 3. track and field

## **IV. THE LIFE CYCLE**

- A. Mature Life, Aging, and Death
  - 1. expectations and successful aging



2. the aging process
3. death, dying, and grief

## **V. THE ELEMENTS OF PARENTING**

- A. Meeting Children's Needs
  1. physical, emotional, and social needs
  2. discipline practices and techniques
- B. Parenting Styles and Challenges
- C. Child Abuse

## **VI. FIRST AID AND SAFETY**

- A. Accident and Injury Prevention
  1. home, work, and recreational safety
  2. preparedness for natural disaster
- B. Emergency Measures
  1. first aid
  2. basic life support review
- C. Violence and Abuse
  1. types of violence and abuse
  2. prejudice and discrimination

## **VII. THE CONSUMER AND THE HEALTH CARE SYSTEM**

- A. The United States Health Care System
  1. paying for health care
  2. health insurance
  3. self care and professional care
    - a. selecting a health care provider
    - b. accessing health care
  4. community health services
- B. Health Fraud
  1. identifying health fraud
  2. being an informed consumer

## **VIII. GLOBAL ISSUES**

- A. The Environment and Your Health
  1. human impacts on human well-being and the Earth
  2. consumer choices and the environment
  3. energy use

## **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. Healthy Snack Initiative Program
2. Melanoma Education Foundation -Project Safety - "Sun Spots" video and pamphlet presentation
3. The Shriners Hospitals for Children - "A Second Chance" informational presentation
4. Tewksbury Police Department - "Strike Three" decision making program
5. Partnership for a Drug-Free America - various substance abuse educational presentations

### **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