

WELLNESS AND FITNESS

LENGTH OF TIME: 1 semester each year

GRADE LEVEL: 11 - 12

COURSE STANDARDS:

Students will:

1. Demonstrate individual development in motor fitness and physical fitness, including aerobic fitness and skills in lifetime sports and outdoor activities to promote lifelong physical activities. (NHS 1-7; NPES 1-7; PA Std 10.4.12 a, b, e, f; 10.5.12 a, b, c, d, e, f)
2. Develop leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities. (NHS 5; NPES 5, 6, 7; PA Std 10.5.12 f; 10.4.12 f)
3. Receive instruction to enhance their existing knowledge in the areas of HIV/AIDS, drugs, alcohol and tobacco. (NHS 1-7; PA Std 10.1.12 a, d, e)
4. Recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stages of life. (NHS 1-4, 6, 7; PA Std 10.1.12 a, b, c)
5. Develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations. (NHS 1, 2, 3, 5, 6, 7; PA Std 10.1.12 a, b; 10.2.12 a, b; 10.3.12 b)
6. Demonstrate their knowledge of the benefits associated with physical fitness and good personal health habits including health promotion and disease prevention. (NHS 1-4, 6, 7; NPES 1-7; PA Std 10.3.12 d; 10.1.12 a, b, c, d, e; 10.2.12 a, b, c, d, e)
7. Explore marriage and parenthood options in today's society. (NHS 4-7; PA Std 10.1.12 a)
8. Be able to understand death as part of the life cycle. (NHS 5, 7; PA Std 10.1.12 b; 10.3.12 a)
9. Recognize effective communication and conflict resolution skills. (NHS 5-7; PA Std 10.3.12 a, c)

NATIONAL HEALTH STANDARDS

1. Comprehend concepts related to health promotion and disease prevention.
2. Demonstrate the ability to access valid health information and health promoting products and services.
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Analyze the influence of culture, media, technology, and other factors on health.
5. Demonstrate the ability to use interpersonal communication skills to enhance health.
6. Demonstrate the ability to use goal setting and decision making skills to enhance health.
7. Demonstrate the ability to advocate for personal, family and community health.

NATIONAL PHYSICAL EDUCATION STANDARDS

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

RELATED PA ACADEMIC STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION

- 10.1 Concepts of Health
 - A. Stages of Growth and Development
 - B. Interaction of Body Systems
 - C. Nutrition
 - D. Alcohol, Tobacco and Chemical Substances
 - E. Health Problems and Disease Prevention
- 10.2 Healthful Living
 - A. Health Practices, Products and Services
 - B. Health Information and Consumer Choices
 - C. Health Information and the Media
 - D. Decision-making Skills
 - E. Health and the Environment
- 10.3 Safety and Injury Prevention
 - A. Safe/Unsafe Practices
 - B. Emergency Responses/Injury Management
 - C. Strategies to Avoid/Manage Conflict
 - D. Safe Practices in Physical Activity
- 10.4 Physical Activity
 - A. Physical Activities that Promote Health and Fitness
 - B. Effects of Regular Participation
 - E. Physical Activity and Motor Skill Improvement
 - F. Physical Activity and Group Interaction
- 10.5 Concepts, Principles and Strategies of Movement
 - A. Movement Skills and Concepts
 - B. Motor Skill Development
 - C. Practice Strategies
 - D. Principles of Exercise/Training
 - E. Scientific Principles that Affect Movement
 - F. Game Strategies

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Students will participate in a formal warm-up and conditioning program which will include emphasis on flexibility, cardiovascular fitness and strength training. The physical education staff will monitor and adjust this program to enhance each individual's level of fitness. Course Standard #1
2. Students will take part in cooperative learning groups in both the wellness and fitness classrooms. They will have the opportunity to assume the different roles (example: leader, facilitator, recorder, reporter) created by this form of instruction while not only learning leadership skills but how to be a contributing member of a group. Course Standard #2
3. In addition to student's identifying the risk behaviors associated with the HIV-AIDS virus, the juniors and seniors will be responsible, through projects, to illustrate the dangers to the community, their own family and friends the effects of HIV. Course Standard #3
4. Students will be responsible for keeping a food journal to determine appropriateness of their food choices. Course Standard #4
5. Students will have the opportunity to plan for personal, family, and community emergencies. CPR and first aid certification will be an option available at the student's expense. Course Standard #5
6. Students will formulate an action plan for how they will continue to maintain personal fitness. Course Standard #1, 6
7. Students will demonstrate the choices they have and refusal skills they need to say no to violence. Course Standard #9
8. Students will be able to explore and indicate the behaviors that lead to a healthy family unit. Course Standard #6, 7, 8, 9
9. Students will explain the grieving process and the life continuum. Course Standard #8

DESCRIPTION OF COURSE:

This is the 11th and 12th grade level Wellness and Fitness course. Eleventh and twelfth graders are scheduled for two periods of fitness and one period of wellness in a six-day cycle.

TITLES OF UNITS:

1. Fitness testing, floor hockey, basket ball, indoor soccer, volleyball, softball, aerobics, senior review
2. Mini-units: AIDS, alcohol, drugs, tobacco
3. Nutrition, violence/conflict resolution, marriage and family, death and the adolescent, injury prevention and emergency situations

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Command and task
2. Cooperative learning
3. Task sheets

4. Problem solving
5. Projects
6. Student leader (teacher task)
7. Demonstration/role play
8. Game situation
9. Professional speakers
10. Critical thinking scenarios

MATERIALS:

1. Athletic equipment particular to the sport
2. Health: A Guide to Wellness, Glencoe, a division of McMillian-McGraw-Hill, 1994
3. Teenage Health Teaching Modules, Education Development Center Inc, 1994

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Adapted physical education
2. Additional make-up opportunities/tutoring by teacher
3. Varsity or more gifted athletic students serve as team leaders and group facilitators
4. Small group instruction for remedial work (peer-tutoring)

PORTFOLIO DEVELOPMENT:

1. Fitness results - four years
2. Outline of all course content and grades received for each (inclusive of benchmarks)
3. An individualized lifetime fitness plan - due in 11th grade
4. Any awards (senior fitness) or certificates (CPR or first-aid) earned

METHODS OF EVALUATION:

1. Written tests/quizzes
2. Four basic benchmarks which are ongoing:
 - a. a quality level of effort and participation should be displayed at all times
 - b. a mature attitude should be displayed at all times
 - c. demonstration of an acceptable level of skill and/or an improvement in skill level
 - d. showing respect for others (staff, class members) while in group, teams, or class activities
3. Skill testing system instituted in game situations
4. Wellness projects
5. Participation grade created by preparedness and personal responsibility

INTEGRATED ACTIVITIES:

Our wellness classroom and our fitness classroom will be working together. Our grading system will reflect 1/3 wellness, 2/3 fitness.