

WELLNESS AND FITNESS

LENGTH OF TIME: 1 Semester

GRADE LEVEL: 9-10

COURSE STANDARDS:

1. Demonstrate individual development in motor fitness and physical fitness including aerobic fitness, skills in lifetime sports and outdoor activities, to promote lifelong physical activity. (NHS 1-7; NPES 1-7; PA Std 10.4.9 a, b, c, d, e, f; 10.5.9 a, b, c, d)
2. Demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate activities. (NHS 5; NPES 5, 6, 7; PA Std 10.5.9 e, f)
3. Participate in a classroom Driver Education Course which will fulfill the first half of the thirty hour course required for certification. The second half will be required during the next year. This is a two year program. (NHS 3, 4, 5, 6, 7; PA Std 14.1 a, b, c; 14.2 a, b, c, d, e; 14.3 a, b, c, d; 14.4 a, b, c, f, g; 14.5 a, b, c, d; 14.6 a, b, c, d, e, f, g)
4. Enhance existing knowledge in the areas of HIV/AIDS, drugs, alcohol, and tobacco education. (NHS 1-7; PA Std 10.1.9 a; 14.6 a)

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
- 10.4 Physical Activity
 - A. Physical Activities that Promote Health and Fitness
 - B. Effects of Regular Participation
 - C. Responses of the Body Systems to Physical Activity
 - D. Physical Activity Preferences
 - 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

CONTENT AND PERFORMANCE EXPECTATIONS FOR DRIVER EDUCATION

- 14.1 Pennsylvania Laws and Regulations
 - A. Traffic Laws Related to Safe Driving
 - B. Laws that Relate to Responsible Use of a Vehicle
 - C. Pennsylvania Licensing Procedures
- 14.2 Knowledge of Vehicle Operations
 - A. Pre-trip Inspection Outside the Vehicle
 - B. Pre-trip Preparation Inside the Vehicle
 - C. Modern Vehicle Technology
 - D. Basic Driving Skills
 - E. Post-trip Procedures
- 14.3 Perceptual Skills Development
 - A. Perception as a Mental Process
 - B. Visual Search Categories
 - C. Traffic Situations and Avoidance Strategies
 - D. The Need for Divided Visual and Mental Attention
- 14.4 Decision-making/Risk Reduction
 - A. Models of Decision-Making
 - B. Concerns when Sharing the Roadway
 - C. Emotional Effects on Driver Decisions
 - F. Driver Distractions and the Appropriate Responses
 - G. Consequences of High Risk Driver Actions and Human error
- 14.5 Driving Conditions

- A. Hazardous Conditions and their Effects
 - B. Challenges of Night Driving and Appropriate Responses
 - C. Dangers of Vehicle Malfunctions
 - D. Dangers of Sudden Emergencies
- 14.6 Influences Upon Driver Performance
- A. Legal Aspects of Alcohol and other Drugs
 - B. Factors that Influence Individuals to Use Alcohol and other Drugs
 - C. Driving Under the Influence (DUI)
 - D. Physiological and Psychological Effects of Alcohol
 - E. Physiological and Psychological Effects of Drugs
 - F. Effects of Alcohol and other Drugs on Driving Performance
 - G. Types of Fatigue and How to Combat their Effects

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 assess their own fitness levels at the end of the semester by participating in the Physical Fitness test. Students will record their scores and determine their percentile rank for each test in their personal portfolio. Course Standard #1
3. Students will demonstrate a basic level of competence in the following units:
 - pace walking, football, team handball, and volleyball
 - floor hockey, basketball, indoor soccer and volleyball Course Standard #1
4. 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 (i.e. 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
5. Students will recognize and encourage the unique abilities and potential of others by participating in team sports and group activities. Course Standard #2
6. Students will complete Chapters 1-9 in the Sportsmanlike Driving textbook and workbook. In order to successfully complete the first half of the course, students will read the chapters, do the chapter worksheets, take a quiz on each chapter, and keep a notebook of classroom activities. Course Standard #3
7. Students will identify (either in written form or verbally) the risk behaviors associated with the HIV/AIDS virus. Course Standard #4
8. Students will identify the advantages of avoiding tobacco, alcohol and other substances either verbally or in written form. Course Standard #4

DESCRIPTION OF COURSE:

This is the freshman and sophomore class wellness and fitness course. Freshman and sophomores are scheduled for two periods of fitness and one period of wellness per six day cycle. Students have one semester per year.

TITLES OF UNITS:

1. Pace walking
2. Football
3. Team handball
4. Volleyball
5. Fitness testing
6. Driver education
7. Mini units on alcohol, tobacco, HIV/AIDS and drugs

SAMPLE INSTRUCTIONAL STRATEGIES

1. Command and task
2. Cooperative learning
3. Task sheets
4. Problem solving
5. Projects
6. Student leader as teacher
7. Demonstration/role play
8. Game situation
9. Professional speakers
10. Game situations
11. Critical thinking scenarios

MATERIALS:

1. Each unit requires its own specific athletic equipment
2. Health: A Guide to Wellness, Glencoe, 1994
3. Teenage Health Teaching Modules, Education Development Center, 1994
4. Responsible Driving, Glencoe, 1993

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Adapted Physical Education
2. Additional make-up opportunities
3. Tutoring by teacher (9th period)
4. Varsity or more gifted athletic students serve as team leaders and group leaders
5. Small group instruction will be available for remedial work.
6. Peer tutoring.

PORTFOLIO DEVELOPMENT:

1. Fitness results for four years.
2. Outline of course content and grades received for each (inclusive of benchmarks).

METHODS OF EVALUATION:

1. Written tests and quizzes.
2. Four basic benchmarks which are already being used in the grading system:
-a quality level of effort and participation should be displayed at all times.

- a mature attitude should be displayed at all times.
 - a student demonstrates an improvement in skill level or shows an acceptable level of skills.
 - student shows respect for others while in group, team, or class activities.
3. Skill testing system instituted in game situations.
 4. Wellness projects.
 5. Participation grade based upon:
 - preparation for each class
 - personal responsibility
 - showers
 - classroom participation

INTEGRATED ACTIVITIES:

1. Use of a calculator to determine the number of calories and the percent fat intake.
2. Evaluate, infer and draw appropriate conclusions from charts, tables, graphs and raw data in the areas of nutrition and personal fitness.
3. Analyzing narrative and informational texts in both health and driver education components of the wellness program to gather data and report relevant facts.
4. Demonstrate mastery of basic knowledge of human anatomy and physiology through reinforcement of muscle groups during warm-up and skill activities in physical activity