



LEE ACADEMY

Lee, Maine USA

Official Curriculum

Wellness

Written Summer 2008

Course description:

Wellness Class teaches and promotes the essential skills and knowledge needed to be a healthy individual.

Primary text(s) and other major resources:

Health-- A Guide to Wellness, Glencoe 1996

ISBN 0-02-651476-1

~Unit length & MLRs	Objectives	Essential Questions	Assessment
U1 2 weeks Jailball (Phys Ed)	Students will: <ul style="list-style-type: none">● Demonstrate a variety of specialized movement skills,	How do we throw a projectile in an accurate fashion?	<ul style="list-style-type: none">● Projectile motion test (accuracy drills)

<p>H3 Students select and participate in physical activities that address their personal fitness plans and apply the five health-related fitness components.</p>	<p>specific to the game/physical activity.</p>		
<p>U2 1 week Lifestyle Factors (Health)</p> <p>A2 Students analyze the interrelationship of physical, mental/intellectual, emotional, and social health.</p> <p>A6 Students analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco alcohol, and other drug use prevention.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Analyze the interrelationship of physical, mental, emotional, and social lifestyle factors. 	<p>How do some behaviors lead to causes of death in teens?</p> <p>What are the three elements of health?</p>	<ul style="list-style-type: none"> Draw a health triangle--balance this triangle.
<p>U3 2 weeks Indoor Soccer (PE)</p> <p>G1a Demonstrate how spin and rebound affect the motion of an object.</p> <p>G1b Use the principle of opposition, point of</p>	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate a variety of movements that apply force. 	<p>How does the point of contact change the path of an object?</p>	<ul style="list-style-type: none"> Perform proper soccer kicking and heading fundamentals.

<p>contact, and point of release to change the path of an object during a game/physical activity.</p>			
<p>U4 1 week Mental Health</p> <p>C3 Students design, implement, and evaluate a plan for stress management.</p> <p>A4a Analyze how environment and personal health are interrelated.</p> <p>A4b Describe how genetics and family history can impact personal health.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Describe health practices and/or behaviors to maintain or improve mental health. 	<p>How does a person with good mental health express their emotions in acceptable, healthful ways?</p>	<ul style="list-style-type: none"> ● Write a 5-step plan for improving mental health.
<p>U5 2 weeks Gatorball (PE)</p> <p>G4 Students design appropriate practice sessions, utilizing fundamental movement skills to improve performance.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Change their motion and the motion of objects to modify performance. 	<p>How does point of release change the path of an object?</p> <p>How do you position your body in motion to catch an object?</p>	<ul style="list-style-type: none"> ● Perform throwing and catching drills with a gatorball.
<p>U6 1 week Mental Disorders (Health)</p> <p>A3 Students explain causes of common</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Define the term mental illness and explain ways to change stigmas associated with mental disorders. 	<p>What are causes of an organic disorder?</p> <p>What are causes of a functional disorder?</p>	<ul style="list-style-type: none"> ● Present to classmates methods of preventing suicide.

diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.			
U7 2 weeks Matball (PE) I1c Include peers respectfully in activities.	Students will: <ul style="list-style-type: none"> ● Demonstrate collaborative skills while participating in a physical activity. 	What happens when you strike a ball with a jab? What happens when you strike a ball with full force?	<ul style="list-style-type: none"> ● Practice jab technique for placement. ● Practice full force technique for power.
U8 1 week Stress C3 Students design, implement, and evaluate a plan for stress management.	Student will: <ul style="list-style-type: none"> ● Design and evaluate a plan for stress management. 	How does stress affect your mental, physical, and social life?	<ul style="list-style-type: none"> ● Give 3 examples of positive and negative stresses in a student's life!
U9 2 weeks Volleyball G2 Students demonstrate a variety of specialized movement skills specific to a game/activity while participating in a game/activity.	Students will: <ul style="list-style-type: none"> ● Demonstrate how spin and rebound affect the motion of an object. 	How do you serve, set and dig with proper form?	<ul style="list-style-type: none"> ● Practice serving, digging, and setting.
U10 1 week Communication I2 Students demonstrate responsible and ethical personal behavior while	Students will: <ul style="list-style-type: none"> ● Apply effective verbal and nonverbal interpersonal communication skills. 	What characteristics go into healthy family communications? How do friends communicate and support each other?	<ul style="list-style-type: none"> ● "Having Fun Cooperatively" assessment

participating in physical activities.			
<p>U11 1 week Relationships</p> <p>A5 Students describe the characteristics of human growth and development throughout the various stages of life.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe how relationships affect your physical, mental and social health. 	<p>How does a good relationship affect a person's health?</p> <p>How does peer pressure control and influence teens?</p>	<ul style="list-style-type: none"> "Decisions Decisions" assessment
<p>U12 2 week Floor Hockey</p> <p>I3a Explain how etiquette/rules contribute to productive participation.</p> <p>I3b Predict how modifications to the environment can impact safety during games/physical activities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Demonstrate responsible and safe behavior while participating in a physical activity. 	<p>What are some safety precautions in floor hockey?</p> <p>What happens when you are careless with a hockey stick?</p>	<ul style="list-style-type: none"> Practice push shot Practice keeping stick in safe position
<p>U13 1 week Marriage</p> <p>E1a Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.</p> <p>E1b Demonstrate refusal, negotiation, and collaboration skills to</p>	<p>Students will:</p> <ul style="list-style-type: none"> Analyze factors that are important for good marital adjustment. 	<p>What types of risks do teen marriages face?</p> <p>What factors play a part in successful marriages?</p>	<ul style="list-style-type: none"> List 4 factors that are important for marital adjustment.

enhance health and avoid and reduce health risks.			
<p>U14 2 weeks Basketball</p> <p>I1a Accept constructive feedback. I1c Include peers respectfully in activities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate how rules/cooperation improve a physical activity. 	<p>How does teamwork improve a game/activity?</p> <p>What factors have the most influence? (e.g. defense, rebounding, etc.)</p>	<ul style="list-style-type: none"> ● Basic basketball fundamentals drills.
<p>U15 1 week Smoking/Nicotine</p> <p>B1 Students evaluate the validity and accessibility of health information, products, and services. B2b Access valid and reliable health information. B2c Access valid and reliable health products and services. D3b Analyze the influence of drug use on individual and group behavior.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Explain why teens smoke and identify the dangers of smoking. 	<p>What are reasons why teens smoke?</p> <p>What are the health risks associated with tobacco use?</p>	<ul style="list-style-type: none"> ● Put together a booklet on resources available in our area to teens who want to stay, or become, tobacco free.
<p>U16 2 weeks Personal Fitness</p> <p>H1 Students participate</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Design and participate in a personal fitness plan to establish personal fitness goals. 	<p>What should you consider in selecting your fitness program?</p> <p>How important is warming up and cooling down?</p>	<ul style="list-style-type: none"> ● "Flexibility" assessment ● Fitness Plan

in a health-related fitness assessment to establish personal fitness goals and reassess their fitness over time.

C1 Students demonstrate healthy practices and/or behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating; physical activity; tobacco, alcohol, and other drug use prevention; and prevention of STDs, HIV and unintended pregnancy.

H2 Students design and critique a personal fitness plan, from established goals, that applies the five health-related fitness components and the principles of training (specificity, overload, and progression)

H4 Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in

What can you do to insure you stay with your exercise program?

physical activity.			
<p>U17</p> <p>1 week Alcohol</p> <p>C2 Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <p>D1b Analyze how peers influence healthy and unhealthy behaviors.</p> <p>D1d Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>D1e Analyze how culture and personal values and beliefs influence individual health behaviors.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Explain affects of alcohol and results of regular alcohol use. 	<p>How does alcohol affect the body?</p> <p>What is meant by the term multiplier effect?</p>	<ul style="list-style-type: none"> ● Compare long and short term effects of alcohol use. ● Identify four reasons some young people choose not to drink.
<p>U18</p> <p>2 weeks Stickball</p> <p>G3 Students explain the relationship of skill-related fitness components to specialized movement skills.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate point of contact and point of release to change the path of an object. 	<p>How does the path of swing affect the flight of the ball?</p> <p>What techniques are needed to throw properly?</p>	<ul style="list-style-type: none"> ● Throwing, catching and hitting drills.
<p>U19</p> <p>1 week Violence Prevention</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Analyze and apply conflict resolution skills. 	<p>What are some of the ways in which schools are trying to stop violence and its effects?</p> <p>Why has violence increased?</p>	<ul style="list-style-type: none"> ● Spruce Run presentation

<p>F1a Compare the value of thoughtful decision-making to quick decision-making in a health-related situation.</p> <p>F1c Generate alternative approaches to situations involving health-related decisions and predict the potential short-term and long-term impact for themselves and others for each alternative.</p> <p>E2c Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.</p>			
<p>U20</p> <p>2 weeks Matball</p> <p>I1c Include peers respectfully in activities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate collaborative skills while participating in a physical activity. 	<p>What are basic strategies of matball?</p> <p>How does each strategy apply to certain individuals?</p>	<ul style="list-style-type: none"> ● Discuss and practice effective matball strategies. ● Practice striking matball
<p>U21</p> <p>1 week Personality</p> <p>D2 Students evaluate the impact of technology, including medical technology, on personal, family, and community health.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Define personality and describe factors that influence development of a person's personality. 	<p>What factors influence the development of someone's personality?</p> <p>What factors that influence personality does a person have control over?</p>	<ul style="list-style-type: none"> ● Have discussion and do group work identifying Type A and Type B personalities, and combinations of both.

<p>U22</p> <p>2 weeks Softball</p> <p>G3 Students explain the relationship of skill-related fitness components to specialized movement skills.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate how adjustment of body position can be adapted in a physical activity. 	<p>How do you position your body to catch a fly ball?</p> <p>How do you position your body to field a ground ball?</p>	<ul style="list-style-type: none"> ● Practice catching fly balls and ground balls. ● Practice throwing skills learned earlier.
<p>U23</p> <p>2 weeks Nutrition</p> <p>A1a Analyze individual responsibility for enhancing health. A1c Describe barriers to practicing healthy behaviors.</p> <p>F3 Students formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies.</p> <p>F2a Assess personal health practices and overall health status. F2b Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Define the term “nutrition” and analyze factors that influence good and bad food choices. 	<p>What factors influence food choices? Give examples.</p> <p>Why is good nutrition so important for adolescents?</p> <p>What are some possible results of an unhealthy diet?</p>	<ul style="list-style-type: none"> ● Record meals and snacks for 3 days. Evaluate them using the <i>Daily Food Guide</i>. Make recommendations for improvements.