

WELLNESS (Grades 9-12) | Curriculum Map and Pacing Guide

<p>COURSE DESCRIPTION: This elective course engages students in mind and body self-awareness and actions to enhance wellness. Students are in the classroom three days a week and are in the gym two days a week, participating in yoga and other low-impact physical activities and in meditation. Sessions focus on learning about and putting into practice “multiple layers” that can affect wellness: students will examine the components of personal identity and mechanisms of effective communication; will identify stressors and create and implement positive coping strategies; and will create a personalized goal/action plan, and in doing so, will demonstrate a thoughtful decision-making process.</p>	<p>HTH860 .5 credit, 1 semester Grades 9-12 Prerequisites: none</p>
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<p>HEALTH AND WELLNESS (approx. 4 weeks)</p>		
<p>Key Terms: Health, wellness, health triangle, dimensions of wellness</p>	<p>Intellectual Dispositions/Measureable Skills:</p> <ul style="list-style-type: none"> ▪ Health ▪ Wellness ▪ Health triangle ▪ Building health skills 	
<p>Standards Alignment <Grade Band 9-12></p>	<p>Student Learning Targets</p>	<p>Instructional and Learning Activities</p>
<p><u>National Health Standards (2007):</u> 1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.3. Analyze how environment and personal health are interrelated. 1.12.4. Analyze how genetics and family history can impact personal health. 1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 2.12.1. Analyze how family influences the health of individuals. 2.12.2. Analyze how the culture supports and challenges health beliefs, practices and behaviors. 2.12.3. Analyze how peers influence healthy and unhealthy behaviors.</p>	<ul style="list-style-type: none"> ▪ Define health and wellness. ▪ Apply health triangle and continuum. ▪ Recognize and analyze health influences. ▪ Understand and reflect on dimensions of wellness. 	<ul style="list-style-type: none"> ▪ Health and wellness PPT ▪ “Health Triangle” reflection ▪ “Dimensions of Wellness”

HEALTH AND WELLNESS (approx. 4 weeks)

Key Terms: Health, wellness, health triangle, dimensions of wellness	Intellectual Dispositions/Measureable Skills: <ul style="list-style-type: none"> ▪ Health ▪ Wellness ▪ Health triangle ▪ Building health skills 	
Standards Alignment <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>2.12.8. Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>2.12.9. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>7.12.1. Analyze the role of individual responsibility in enhancing health.</p> <p>7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.3. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.</p> <p>8.12.1. Utilize accurate peer and societal norms to formulate a health enhancing message.</p>		

MENTAL HEALTH (approx. 4 weeks)

Key Terms: Personal identity, character, communication, assertiveness, emotions, emotional intelligence, conflict, resiliency	Intellectual Disposition/Measurable Skills: <ul style="list-style-type: none"> ▪ Personal identity and character ▪ Communication ▪ Emotions ▪ Emotional intelligence ▪ Conflict ▪ Resiliency 	
Standards and Ohio Legislation Alignment <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>National Health Standards (2007):</p> <p>1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health.</p>	<ul style="list-style-type: none"> ▪ Appreciate personal identity. ▪ Integrate effective communication skills. 	<ul style="list-style-type: none"> ▪ Personal identity and character PPT ▪ Communication PPT

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MENTAL HEALTH (approx. 4 weeks)

Key Terms: Personal identity, character, communication, assertiveness, emotions, emotional intelligence, conflict, resiliency	Intellectual Disposition/Measurable Skills: <ul style="list-style-type: none"> ▪ Personal identity and character ▪ Communication ▪ Emotions ▪ Emotional intelligence ▪ Conflict ▪ Resiliency 	
Standards and Ohio Legislation Alignment <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p>4.12.1. Utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p style="text-align: center;">Ohio Legislation:</p> HB 19 - dating violence prevention and characteristics of unhealthy relationships	<p><i>Note: ORC 3313.60 states that a parent or legal guardian may submit a written request to examine the dating violence prevention instructional materials used at that school.</i></p>	<ul style="list-style-type: none"> ▪ Emotion PPT ▪ RULER’s Anchor Tools (Charter, Mood Meter, Meta-Moment, Blueprint) ▪ Mood Meter ▪ Conflict PPT

STRESS (approx. 4 weeks)

Key Terms: Stress, stressor, psychosomatic response, stress management, eustress, chronic stress, anxiety	Intellectual Disposition/Measurable Skills: <ul style="list-style-type: none"> ▪ Stress and stressors ▪ Psychosomatic responses ▪ Stress management 	
Standards Alignment <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p style="text-align: center;">National Health Standards (2007):</p> <p>1.12.1. Predict how healthy behaviors can affect health status.</p> <p>1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health.</p> <p>2.12.8. Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p>	<ul style="list-style-type: none"> ▪ Identify stress and stressors. ▪ Create and implement coping and stress management strategies. 	<ul style="list-style-type: none"> ▪ Stress PPT ▪ Identify “Personal Stressors” ▪ Create and practice “Positive Coping Strategies”

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GOAL SETTING (approx. 4 weeks)

Key Terms: S.M.A.R.T. goal, action plan, advocacy, short-term goals, long-term goals	Intellectual Disposition/Measurable Skills:	
	<ul style="list-style-type: none"> ▪ S.M.A.R.T. goal ▪ Action plan ▪ Advocacy 	
Standards Alignment <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p style="text-align: center;"><u>National Health Standards (2007):</u></p> <p>6.12.2. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</p>	<ul style="list-style-type: none"> ▪ Formulate effective goal action plan. 	<ul style="list-style-type: none"> ▪ Goal PPT ▪ “Personal Action Plan” ▪ “Advocacy Plan to Action”

DECISION MAKING (approx. 4 weeks)

Key Terms: Decision-making process, H.E.L.P decisions, literate health consumer, risk behaviors	Intellectual Disposition/Measurable Skills:	
	<ul style="list-style-type: none"> ▪ Decision-making process ▪ H.E.L.P. decisions ▪ Literate health consumer ▪ Risk behaviors 	
Standards Alignment <Grade Band 9-12>	Student Learning Targets	Instructional and Learning Activities
<p style="text-align: center;"><u>National Health Standards (2007):</u></p> <p>3.12.1. Evaluate the validity of health information, products and services.</p> <p>5.12.2. Determine the value of applying a thoughtful decision making process in health related situations.</p> <p>5.12.7. Evaluate the effectiveness of health related decisions.</p> <p>7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p>	<ul style="list-style-type: none"> ▪ Demonstrate understanding of a decision-making process. ▪ Demonstrate how to make responsible decisions. ▪ Evaluate health resources. 	<ul style="list-style-type: none"> ▪ Decision making PPT ▪ Create “Personal Decision Plan” ▪ Evaluation of health resources project ▪ “Prevention Risk Behavior Plan”

YOGA AND MEDITATION (2 days a week)

<p>Key Terms: Specific yoga poses, sun salutation, Namaste, yogi, meditation, visualization, mindfulness</p>	<p>Intellectual Disposition/Measurable Skills:</p> <ul style="list-style-type: none"> ▪ Yoga poses and sequences ▪ Basics of meditation 	
<p>Standards Alignment <Grade Band 9-12></p>	<p>Student Learning Targets</p>	<p>Instructional and Learning Activities</p>
<p><u>Ohio Physical Education Standards (2015):</u> Standard 1/Benchmark A.I.2. Demonstrate consistency in individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking). Standard 1/Benchmark A.II.2. Demonstrate competent performance of individual specialized skills in health-related fitness activities (e.g., resistance training, yoga, kickboxing, fitness walking). Standard 5/Benchmark A.I.2. Analyze the impact of physical activity on emotional health. Standard 5/Benchmark A. 5.II.3. Analyze the connection between a specific physical activity and intellectual health as it relates to the positive effects of physical activity on brain function. Standard 5/Benchmark B.I.3. Articulate reasons that specific physical activities would be enjoyable as lifetime pursuits. Standard 5/Benchmark B.I.4. Share the specific social benefits resulting from participation in a selected physical activity.</p> <p><u>National Health Standards (2007):</u> 1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health.</p>	<ul style="list-style-type: none"> ▪ Perform Basic Yoga Sequence. ▪ Participate in basic meditation. ▪ Analyze self and others when performing yoga poses. ▪ Create and lead yoga sequences. 	<ul style="list-style-type: none"> ▪ Sun Salutation ▪ Basic Yoga Sequence ▪ Basic Meditation Practice ▪ Analyze and lead Yoga Sequence

District Instructional Resources:

Managing Moods Workbook for Teens: A Toolbox of Reproducible Assessments and Activities by E. R. A. Leutenberg & J. J. Kiptak (2014) / Whole Person Associates, Inc.

Yale Center for Emotional Intelligence. RULER. Retrieved April 1, 2019 from <http://ei.yale.edu/ruler/ruler-overview/>

National Standards and Ohio Legislation:

HB 19 Dating violence prevention. Retrieved Jan. 8, 2019 from https://saferschools.ohio.gov/content/dating_violence_prevention

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2nd Ed.). Washington, DC: The American Cancer Society. Retrieved March 21, 2019 from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Ohio Department of Education (ODE). (2015). *Ohio's new learning standards: Physical education standards*. Columbus, OH: Author. Retrieved March 21, 2019 from <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Physical-Education/Updated-Physical-Education-Standards-Evaluations-2/Updated-Physical-Education-Standards.pdf.aspx>

Background Texts:

Collaborative for Academic, Social, and Emotional Learning (CASEL). *Core social emotional learning competencies*. Chicago: Author. Retrieved Jan. 8, 2019 from <https://casel.org/core-competencies/>

Ohio Department of Education (ODE). Social and emotional learning in Ohio. Columbus, OH: Author. Retrieved Jan. 8, 2019 from http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Standard-Revision-Overview/Social-Emotional-Learning-Standards/SocialEmotionalLearning_1March2018.pdf.aspx?lang=en-US

Society of Health and Physical Educators (SHAPE) (2018). Teacher's toolbox. Retrieved April 1, 2019 from https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox.aspx