

**Jefferson County High School  
Course Syllabus**

**A. Course** *Lifetime Wellness*

**B. Department** *Physical Education – Lifetime Wellness*

**C. Course Description** *This course will address the state-required components of wellness and challenge each student to become his/her own personal trainer. Emphasis will be on personal responsibility for the quality of one's own health, decision-making skills, self-help and care, and personal fitness. A physical examination is required.*

**D. Grade Term** *Semester*

**E. Grading Scale**

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

**F. Term Dates**

- a. 1<sup>st</sup> 9 Weeks August 5, 2016 – October 7, 2016
- b. 2<sup>nd</sup> 9 Weeks October 8, 2016 – December 16, 2016
- c. 3<sup>rd</sup> 9 Weeks January 5, 2017 – March 15, 2017
- d. 4<sup>th</sup> 9 Weeks March 16, 2017 – May 25, 2017

**G. Textbook(s)** *Glencoe Health*

**H. Procedures for Parental Access to Instructional Materials**

- a. Aspen Parent Portal
- b. Instructor's Website
- c. Email Instructor
- d. Parent Teacher Conference
  - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

**I. Field Trips**

- a. Any schedule field trip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

# Lifetime Wellness

## 1<sup>st</sup> 9 Weeks

### Personal Fitness

**Standard** – Acquire the knowledge and skills necessary to achieve and maintain a health enhancing level of fitness.

- I can differentiate health related and skill related fitness.
- I can understand the importance of a personal fitness program.
- I can identify the difference between a physically fit person to a sedentary person.
- I can calculate resting, maximum, and target heart rates.
- I can recognize proper warm-up and cool-down procedures associated with exercise
- I can practice skills associated with different cardiovascular activities.
- I can interpret personal fitness data to identify strengths and weaknesses.
- I can participate while following proper rules, etiquette, and safety guidelines while participating in individual and team sports, cooperative games, and fitness activities.

### Healthy Foundation

**Standard** – Acquire the knowledge and skills necessary to make informed decisions regarding their mental, physical, and social well-being.

- I can understand the characteristics of the Wellness Triangle involving mental, physical, and social health as well as how these affect total health.
- I can recognize how making healthy choices and practicing healthful behaviors has a positive impact on health throughout a lifetime.
- I can understand how heredity, environment, and other factors affect your total health and can assist in making healthy decisions.
- I can identify risk behaviors that can affect your total health and be able to practice steps to reduce these risks.
- I can recognize the process of making healthy decisions through a decision making model.
- I can identify and set positive total health goals.

## **Mental Health**

**Standard** – Acquire the knowledge and skills necessary to achieve and maintain positive mental and emotional health. To assess strategies that contribute to accepting yourself and others, to effectively expressing and managing emotions, and to dealing with the demands and challenges in life.

- I can identify and list characteristics of positive mental and emotional health.
- I can recognize different parts of the brain and describe their function.
- I can identify characteristics of a positive support group.
- I can examine ways to develop a positive self-concept and self-esteem.
- I can describe personal stress management.
- I can understand how to deal effectively with different emotions.
- I can analyze and evaluate the effects of affective stress disorders on the quality of life.
- I can analyze how mental disorders can affect the likelihood of social rejection.
- I can evaluate how defense mechanisms are used to deal with stressful situations.
- I can create an action plan for someone that is considering suicide.

## **Substance Use and Abuse**

**Standard** – Differentiate between appropriate and inappropriate use of chemical substances.

- I can explain the effects of chemical substances on behavior.
- I can discuss the legal issues of buying and consuming alcohol and tobacco.
- I can describe psychological effects of substance abuse.
- I can list the classifications of drugs and give examples of each.
- I can discuss the risks involved with alcohol consumption.
- I can discuss the risks involved with substance use and abuse.
- I can develop a strategy of refusal when faced with negative peer pressure as it relates to drugs and alcohol.
- I can analyze and evaluate the risks involved with substance use and abuse.
- I can understand the effects of substance abuse on family, school and community life.

## 2<sup>nd</sup> 9 Weeks

### Personal Fitness

**Standard** – Acquire knowledge and skills necessary to achieve and maintain a health enhancing level of personal fitness.

- I can create a health and skill related fitness program.
- I can evaluate a personal fitness program.
- I can compare a physically fit person to a sedentary person.
- I can assess personal resting, maximum, and target heart rate.
- I can structure proper warm-up and cool-down procedures associated with exercise.
- I can determine skill associated with different cardiovascular activities.
- I can interpret data to improve physical fitness.
- I can develop ideas about components of a personal fitness plan.
- I can participate while following proper rules, etiquette, and safety guidelines while participating in individual and team sports, cooperative games, and fitness activities.

### Nutrition

**Standard** – Assess the effects of nutritional choices and incorporate strategies to contribute to an improved quality of life.

- I can list and describe the six nutrient classifications.
- I can identify the three nutrients that provide the body with energy.
- I can discuss psychological implications associated with eating disorders.
- I can interpret information provided on food labels.
- I can analyze the relationship between food choices and diseases.
- I can analyze each eating disorder and the resulting physical effects on the body.
- I can create a daily menu that meets the goals of the current USDA Food Guide Pyramid.
- I can analyze and evaluate nutrient classifications.

## **Disease Prevention and Control**

**Standard** – Provide strategies to understand communicable and non-communicable diseases related to total wellness and health maintenance.

- I can list and define the types of pathogens that cause communicable diseases.
- I can describe how a person can protect him/herself against the spread of pathogens.
- I can differentiate HIV and AIDS.
- I can describe risk factors and warning signs of cancer, heart disease, hypertension, Adult-onset diabetes, and obesity.
- I can determine when to seek medical care.
- I can discuss risk factors associated with an unhealthy lifestyle.
- I can discuss the effects of Sexually Transmitted Infections on total wellness.
- I can evaluate appropriate community agencies providing resources for disease treatment information and support.
- I can apply behaviors and preventative measures to control the spread of communicable diseases.
- I can analyze and evaluate the risk factors and warning signs of communicable and non-communicable diseases.

## **Sexuality and Family Life (Abstinence)**

**Standard** – Acquire knowledge of human sexuality and recognize the influence of society and family values on decision making.

- I can recognize that abstinence from all sexual activity is the healthiest choice.
- I can evaluate why abstinence is the healthiest choice.
- I can discuss the reasons for abstaining from all sexual activity.
- I can provide examples of positive peer pressure, negative peer pressure, and manipulation.
- I can create a strategy to use in situations where one may feel pressured to make poor decisions about sexual activity.
- I can identify causes, modes of transmission, treatment and prevention measures associated with Sexually Transmitted Infections including HIV/AIDS.
- I can evaluate short-term and long-term effects of sexual harassment and date rape.

## Safety and First Aid

**Standard** – Acquire knowledge and skills necessary to recognize, respond, and apply appropriate procedures to accidental and life threatening situations.

- I can evaluate the consequences of participating in high-risk behaviors.
- I can evaluate and analyze the importance of being able to apply basic first aid procedures in a variety of situations.
- I can understand the importance of being able to apply appropriate CPR measures to perform CPR and utilize an AED.

