Pequea Valley School District
Wellness Education

Unit: Fitness **Course: Wellness 9** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):
- How can fitness benefit your overall health?
- Are you able to work toward your fitness goals to make improvements on your fitness test scores?

Keystone Eligible Content/PA Core Standard
- 10.4.9.A Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals
- 10.5.9.D Identify and describe the principles of training using appropriate vocabulary.

Pacing: Approximate number of class sessions per unit
- customize a workout 2
- fitness components 2
- bmi 2
- fitness programs 2
- fitness testing 4
- technique and safety 1

Tier 3 Vocabulary (Content specific vocabulary)
BMI, Aerobic, Anaerobic, Body Composition, Pacer Test, Endurance, Flexibility, Target Heart Rate, Resting Heart Rate, Recovery Heart Rate

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

various fitness programs, primary fitness components (endurance, flexibility, speed, strength, agility), BMI standards, What each fitness test measures

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

how to set a fitness goal, how to measure their BMI, how to find their pulse and target heart rate, the benefits of proper technique for strength training, how to customize a workout to reach their goals.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Describe a popular fitness program during a presentation, set a fitness goal and create a customized workout plan, demonstrate effort toward reaching their goal, demonstrate effort toward improving their fitness test scores, demonstrate proper technique and safety for each exercise they perform.

Assessments:

Quiz on fitness vocabulary, Fitness Tests on endurance, flexibility, and strength. (Pacer test, Push Up Test, Pull Up test, Sit and Reach Test), Fitness Certification Test

Software/Resources:

Fitnessgram CD, Schoology, Internet Resources

Pequea Valley School District
Wellness Education

Unit: Personality **Course: Wellness 9** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):
- How can understanding your personality type impact your overall health?

Keystone Eligible Content/PA Core Standard
- **10.1.9. C** Analyze factors that impact nutritional choices of adolescents. Body Image, Peer Influence, Athletic Goals
- **10.1.9.E** Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

Pacing: Approximate number of class sessions per unit
- Overview of Myers-Briggs Personality Types, Personality Type Predictions, Personality Test
- Create an iMovie that demonstrates personality characteristics and interests that may impact overall health.

Tier 3 Vocabulary (Content specific vocabulary)
Introversion, Extroversion, Observant, Intuitive, Objectivity, Emotionally, Decisive, Predictable, Assertive, Passive

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Different types of personalities, key aspects of their own personality, strengths and weaknesses of their own personality type, best careers for personality type, how can understanding personality type affect overall health.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- how to find personality type, how to create imovie in order to demonstrate personality and interests, the difference between being an introvert and extrovert. How personality type can impact decision making.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Complete the myers-briggs personality test to find out personality type. Describe their strengths and weaknesses that could impact their health. Create an Imovie to demonstrate personality type.

Assessments:

Quiz on important vocab terms, iMovie presentation

Software/Resources:

Schoology, Imovie, Myer's Briggs personality test online, Nearpod

Pequea Valley School District
Wellness Education

Unit: Self Esteem **Course: Wellness 9** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):
- How does your self-esteem impact your health?

Keystone Eligible Content/PA Core Standard
10.4.9.D Analyze factors that affect physical activity preferences of adolescents.
- skill competence
- social benefits
- previous experience
- activity confidence

Pacing: Approximate number of class sessions per unit
- Self Esteem Survey, Presentation
- Positive Self Talk, Assertiveness Practice Scenarios
- Quiz, Poem/Song/Short Story

Tier 3 Vocabulary (Content specific vocabulary)
Self Esteem, Aggressive, Passive, Assertive

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
benefits of self esteem, reasons for positive self talk, difference between assertive and aggressive/passive

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
Will know the health benefits of self esteem, know the dangers of negative self esteem, understand how to improve self esteem

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***
Describe the benefits of self esteem, demonstrate assertive responses to different scenarios, create a poem or story that conveys how a person can improve or gain self esteem.

Assessments:
Quiz on Self Esteem, Short Story, Poem, or Song.

Software/Resources: Schoology, youtube, Nearpod

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Wellness Education

Unit: Stress **Course: Wellness 9** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):
- How can stress impact a person's overall health?

Keystone Eligible Content/PA Core Standard
10.4.9.B
Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- Stress management

Pacing: Approximate number of class sessions per unit
- Stress presentation and survey
- Stressful scenarios, sleep chart assignment, sleep tip poster
- Children Animal Stories

Tier 3 Vocabulary (Content specific vocabulary)
- Stressor, eustress, distress, adrenaline, "fight or flight", psychosomatic disease, resiliency

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Ways to manage stress, specific stressors, how lack of sleep can affect stress level

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Stress related illness, ways to cope with stress, the difference between eustress and distress

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Define key stress related vocabulary, describe different causes of stress, identify ways to manage stress, create a children's story that incorporates stress coping techniques.

Assessments:

- Stress quiz
- Children's story

Software/Resources:

Google Drive, Schoology, Nearpod

Pequea Valley School District
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Unit: Tobacco **Course: Wellness 9** **Grade: 9th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):
- How can using tobacco products negatively impact your health?

Keystone Eligible Content/PA Core Standard
10.1.9.D Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
- decision-making/refusal skills

10.2.9.B Analyze the relationship between health-related information and adolescent consumer choices.
- tobacco products

10.2.9.D Analyze and apply a decision-making process to adolescent health and safety issues.

Pacing: Approximate number of class sessions per unit
- 1-tobacco summary presentation/ dangers of E-cigs
- 1- warning labels/ advertisements
- 1- "I Can't Breathe" video (MTV True story)
- 2- Create a brochure

Tier 3 Vocabulary (Content specific vocabulary)
- nicotine, tar, carbon monoxide, addiction, withdrawal, tolerance, lung cancer, emphysema, chronic bronchitis, leukoplakia, electronic cigarettes, secondhand smoke, smokeless tobacco

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- chemicals in tobacco, short term effects, long term effects, dangers of smokeless tobacco, important tobacco-related statistics, benefits of quitting, how to quit, refusal skills

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

How do the chemicals in tobacco affect your health, how smoking affects your body short and long term, why is it never too late to quit, quitting strategies, how to help someone quit, how to utilize refusal skills

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

The students will identify key terms related to tobacco use, demonstrate proper use of refusal skills, describe the dangers of e-cigs, identify how advertisements and the media may influence teens to use tobacco, create a brochure that will help convince someone to not use tobacco.

Assessments:

- Tobacco quiz, warning label assignment, brochure

Software/Resources:

- Schoology, nearpod, kahoot, quizlet

Pequea Valley School District
Wellness Education

Unit: Alcohol **Course: Wellness 9** **Grade: 9th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How can drinking alcohol have a negative impact on your overall health?

Keystone Eligible Content/PA Core Standard
10.1.9.D
- Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
    - decision-making/refusal skills

10.2.9.D
- Analyze and apply a decision-making process to adolescent health and safety issues.

10.3.12.A
- Assess the personal and legal consequences of unsafe practices in the home, school or community.

Pacing: Approximate number of class sessions per unit
- 1- Alcohol presentation and Decision Making Assignment
- 1-Underage drinking and Alcohol Long Term effects
- 1- Alcoholism and Refusal Skills
- 2- Alcohol PSA videos

Tier 3 Vocabulary (Content specific vocabulary)
alcohol poisoning, addiction, BAC, alcoholism, alcohol anonymous, refusal skills, cirrhosis, FAS, DUI

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Factors that influence BAC, Short term and long term effects, Alcoholism support groups, Refusal Skills

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How alcohol affects your body and brain, how a person can become easily addicted, how to refuse alcohol, how it affects driving, underage laws

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Describe the short and long term effects of alcohol
- Identify the factors that influence BAC
- Describe how alcohol poisoning can occur
- Describe the aspects of alcoholism and how to get treatment

Assessments:

- Quiz on the short and long term effects
- Long term effect google drawing
- Alcohol PSA Imovie

Software/Resources:

- Schoology, Google Drive, Nearpod, Quizlet, Kahoot

Pequea Valley School District
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Unit: Illegal Drugs **Course: Wellness 9** **Grade: 9th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How can using Illegal Drugs negatively impact your health?

Keystone Eligible Content/PA Core Standard
- 10.1.9. D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use
- 10.4.9. C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
    - drug/substance use/abuse

Pacing: Approximate number of class sessions per unit
- Drug Introduction (Types of Drugs)- 1
- Refusal Skills 2
- Marijuana 2
- Opioids 1
- Hallucinogens 1
- Inhalants 1
- Stimulants/Depressants 2

Tier 3 Vocabulary (Content specific vocabulary)
- Stimulants, Depressants, Hallucinogens, Inhalants, Marijuana, Cannabinoids, Refusal Skills, Peer Pressure, Tolerance, Overdose

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- different types of drugs, risk and protective factors, dangers of using illegal drugs, short term and long term effects of commonly used drugs, medical benefits of some drugs

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How to identify the types of drugs, how to recognize risk and protective factors, why some drugs are prescribed, how prescription drugs can lead to addiction, how addiction can cause problems for family and friends, ways to get help for drug addiction,

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Identify the protective and risk factors.
- Identify the different effects of drugs on the body.
- Demonstrate refusal skills that work effectively.
- Discuss the purpose of drugs for medical reasons.
- Research one drug type and present the physical and emotional dangers.
- Write an essay about 4 drugs that are presented in a Discovery video.

Assessments:

- Quiz on the effects of Marijuana, Opioids, Stimulants/Depressants, Hallucinogens, Inhalants, and Steroids.
- Essay about a video that shows the effects of drug use.
- Drug Research presentation/powerpoint

Software/Resources:

Schoology, Nearpod, Quizlet, Kahoot

Pequea Valley School District
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Unit: Team Sports **Course: 9 Wellness** **Grade: 9**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- Are you able to demonstrate the rules and basic skills with maximum effort for various team sports?

Keystone Eligible Content/PA Core Standard
- 10.4.6.F Identify and describe positive and negative interactions of group members in physical activities.
- 10.5.6.A Explain and apply the basic movement skills and concepts to create and perform movement sequences and advance skill.
- 10.5.6.C Describe the relationship between practice and skill development.
- 10.5.6.F Identify and apply game strategies to basic games and physical activities

Pacing: Approximate number of class sessions per unit
- Softball -3
- Soccer- 3
- Football-2
- Tchoukball- 2
- Ultimate Frisbee- 2
- Badminton- 2
- PickleBall- 2
- Tennis- 3
- Basketball-4

Tier 3 Vocabulary (Content specific vocabulary)
- Softball- error, ERA, RBI, fly out, ground out, strike out, steal,
- Soccer- offsides, corner kick, throw-in, goal kick, yellow card, red card, indirect kick, direct kick, penalty kick
- Football- interference, first down, off-sides, touchdown,
- Tennis- forehand, backhand, love, deuce, let, fault
- Tchoukball- rebounder
- Basketball- foul, double dribble, travel, rebound, box out
- Badminton- birdie, ace, clear, smash, drop shot, fault

- Pickleball- kitchen, double bounce rule, backhand, forehand, volley, dink, let, smash

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- basic rules of each sport, the skills that are necessary for each sport, the equipment that is used

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- how to play the game with good sportsmanship, the rules of the game, the skills of the game, how to implement basic strategies for each game. the difference between offensive and defensive strategies

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Demonstrate the basic skills during game play and practice. Complete a self and peer assessment using a video for some of the sports, demonstrate teamwork and cooperative play, demonstrate improvement and effort during gameplay.

Assessments:

- Self and Peer Skill assessments for tennis, soccer, basketball, and volleyball.
- Daily participation rubric for effort and attitude.

Software/Resources:

- iPad
- Schoology