

# Pequea Valley School District

## Wellness Education

**Unit: Introduction to Health**

**Course: Wellness 10**

**Grade: 10**

**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 do our choices affect our health?

**Keystone Eligible Content/PA Core Standard**

- 10.1.9A
- 10.1.9D

**Pacing: Approximate number of class sessions per unit**

- 5

**Tier 3 Vocabulary (Content specific vocabulary)**

- Life expectancy
- Health
- Risk factor, short term consequences
- long term consequences
- DECIDE process
- Personal responsibility

**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”.*

- What is health
  - Aspects of health
- Risk factors
  - Uncontrollable
  - Controllable
- The DECIDE process
- Discerning accurate information

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

- Why is good health important
- Why do people choose to participate in risky behaviors
- How can the DECIDE process help make decisions
- Where do we find accurate information

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

- How to evaluate personal health
- How do the different aspects of health affect your life
- Avoidance strategies
- How do your decisions impact your health
- How to use the DECIDE process to make a decision
- How to find accurate health information

**Assessments:**

- DECIDE process worksheet
- Class discussions
- CRAPP article evaluation

**Software/Resources:**

**Pequea Valley School District**  
**Wellness Education**

**Unit: Nutrition**

**Course: Wellness 10**

**Grade: 10**

**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 nutrition impact our health?

**Keystone Eligible Content/PA Core Standard**

- 10.1.12.C

**Pacing: Approximate number of class sessions per unit**

- 10

**Tier 3 Vocabulary (Content specific vocabulary)**

- Nutrient, carbohydrate, simple, complex, protein, complete, incomplete, amino acid, fat, unsaturated, saturated, trans fats, water, vitamins, minerals, myplate, dairy, calorie, metabolism, homeostasis

**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”.*

- 6 nutrients
- Dietary guidelines
- Food labels
- Nutrients with calories
- What the body needs to remain in homeostasis
- Myplate guidelines

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

- Why do we need all nutrients to be healthy
- How to read a food label
- How to create a meal using myplate
- Why the body needs calories

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

- Reading food labels
- Personal nutrient needs
- Creating a diet plan that meets the myplate standards
- Identify personal calorie needs

**Assessments:**

- Creating personal meal plans
- Tracking diet in supertracker and evaluating diet

**Software/Resources:**

- Supertracker.usda.gov
- USDA Myplate
- Food Labels

**Pequea Valley School District**  
**Wellness Education**

**Unit: Relationships**

**Course: Wellness 10**

**Grade: 10**

**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 do relationships affect our daily lives?

**Keystone Eligible Content/PA Core Standard**

- 10.1.9.A
- 10.2.12.D
- 10.1.12.A

**Pacing: Approximate number of class sessions per unit**

- 10

**Tier 3 Vocabulary (Content specific vocabulary)**

- Values, healthy relationships, unhealthy relationships, communication, listening, conflict resolution, decision making, bullying, sexual harassment, sexting, statutory rape, consent

**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”.*

- Personal values
- Healthy vs unhealthy relationship characteristics
- Communication and listening skills
- How to resolve conflicts
- What is consent
- The law regarding sexting, statutory rape and sexual harassment

**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 personal values affect relationships
- How to maintain healthy relationships
- How to get out of an unhealthy relationship
- Effective verbal and nonverbal communication skills
- Active listening
- Strategies to resolve conflict
- How to give consent
- The absence of saying no does not mean yes
- All behaviors have consequences

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

- List personal values
- Determine if current relationships are healthy or unhealthy
- Demonstrate appropriate communication and listening skills
- Awareness of laws regarding: sexual harassment, sexting and statutory rape

**Assessments:**

- Personal values list
- Communication skits
- Group discussion

**Software/Resources:**

**Pequea Valley School District**  
**Wellness Education**

**Unit: Human Sexual Development Education**

**Course: Wellness 10**

**Grade: 10**

**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 a person's human sexual health influence overall wellness?
- How does the reproductive system work?

**Keystone Eligible Content/PA Core Standard**

- 10.2.12.D
- 10.1.12.A
- 10.1.9.A

**Pacing: Approximate number of class sessions per unit**

- 15

**Tier 3 Vocabulary (Content specific vocabulary)**

- Abstinence, consent, sexually transmitted diseases/infections, viral, bacterial, parasitic, birth control, barrier, hormonal, behavioral, permanent, perfect use, typical use, menstruation, ejaculation, sperm, egg, male and female reproductive anatomy, trimester, conception, fertilization, implantation, ovulation, vaginal birth, cesarean section, fetus, zygote, blastocyst

**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”.*

- Male and female reproductive anatomy
- Abstinence
- STI/D's are transmitted through saliva, semen, vaginal fluids and blood
- STI/D's can be contracted if any infected fluid comes into contact with any mucus membrane
- How STI/D's can be prevented
- Difference between birth control methods (barrier, hormonal, behavioral, permanent)
- Effectiveness rates of birth control methods with perfect use vs typical use
- How ovulation and menstruation work
- Stages of pregnancy: Fertilization, implantation, trimester
- Effects of pregnancy on the mother

- Types of childbirth
- Problems in fetal development

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

- Abstinence is the only 100% effective way to prevent STI/D or pregnancy
- How STI/D’s are spread and how to prevent the spread
- Effects of STI/D’s on the body
- How different methods of birth control prevent conception
- How conception occurs
- What happens in each week of gestation
- How a child is born
- What complications can occur in childbirth
- How does the mother's health and habits affect the fetus

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

- How to practice abstinence in real life
- List ways to say no to sex
- How to prevent STI/D transmission and unintended pregnancy
- Describe how conception occurs
- Understand the connection between the mother's habits and the health of the fetus
- Describe the stages of labor

**Assessments:**

- Abstinence awareness promotional poster
- List of alternative ways to show affection without having sex
- Weeks of gestation presentation

**Software/Resources:**



**Pequea Valley School District**  
**Wellness Education**

**Unit: Fitness Testing**

**Course: Wellness 10**

**Grade: 10**

**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 fitness testing measure your current level of fitness?
- How can you use your fitness testing results to create and reach personal goals?

**Keystone Eligible Content/PA Core Standard**

- 10.4.9.C

**Pacing: Approximate number of class sessions per unit**

- 8

**Tier 3 Vocabulary (Content specific vocabulary)**

- Components of health related fitness: Cardiovascular fitness, muscular strength, muscular endurance, flexibility, body composition, SMART goal, body mass index

**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”.*

- How to measure the components of health related fitness
- How to find BMI
- How to compute target heart rate
- How to write a SMART goal

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

- Cardiovascular fitness is measured by the PACER
- Muscular strength and endurance are measured by curl ups, pull ups, push ups and the flexed arm hang
- Flexibility is measured by the sit and reach
- Body composition is measured by Body Mass Index

- Why SMART goal format is important

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

- Students will complete fitness testing activities
- Students will determine personal health status based on fitness testing results
- Students will create personal goals to improve fitness
- Describe how test results relate to personal fitness levels
- Understand how to create a workout plan to improve in one or more tested area

**Assessments:**

- Fitness testing results
- Comparison of results to norms for age
- SMART goals
- Target heart rate zone calculations

**Software/Resources:**

- FITNESSGRAM CD

**Pequea Valley School District**  
**Wellness Education**

**Unit: FITT Principle**

**Course: Wellness 10**

**Grade: 10**

**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 you apply the FITT principle to achieve personal fitness goals?

**Keystone Eligible Content/PA Core Standard**

- 10.5.12.C

**Pacing: Approximate number of class sessions per unit**

- 3

**Tier 3 Vocabulary (Content specific vocabulary)**

- Frequency,
- Intensity
- Type
- Time

**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”.*

- Frequency- How often you exercise
- Intensity- How hard you work during exercise
- Time- How long you work out
- Type- Varying type of exercise to avoid burnout/injury

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

- To see improvements in fitness levels in cardio you need to work out 3-6 times a week, Strength improvements require 2-3 non consecutive days a week
- To see improvements in fitness levels in cardio you need to work out in your target heart rate zone, strength goals require changes in sets and repetitions
- Length of workouts will vary based on goals and current level of fitness
- You have to vary the type of exercises you do to avoid plato, injury and/or burnout

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

- Apply FITT concepts outside of class as well
- Demonstrate understanding of concepts by:
  - showing different types of exercises on work out cards
  - increasing weight or changing sets and repetitions to meet goals

**Assessments:**

- Completion of work out cards

**Software/Resources:**

- Fitness Center

**Pequea Valley School District**  
**Wellness Education**

**Unit: Health Related Fitness Components**

**Course: Wellness 10**

**Grade: 10**

**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)**

- 10.5.12.F
- 10.5.12.D
- 10.4.9.C

**Keystone Eligible Content/PA Core Standard**

**Pacing: Approximate number of class sessions per unit**

- 10

**Tier 3 Vocabulary (Content specific vocabulary)**

- Health related components of fitness,
- Cardiorespiratory fitness
- Muscular strength
- Muscular endurance
- Flexibility
- Body composition

**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”.*

- Cardiorespiratory fitness - the body's ability to supply oxygen to muscles and tissues during activity
- Muscular strength - ability of a muscle to exert force
- Muscular endurance - ability of a muscle to perform without fatigue
- Body Composition - amount of fat compared to the rest of your soft tissue
- Flexibility - amount of range of motion at a joint

**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 improve cardiorespiratory fitness
- How to improve muscular strength
- How to improve muscular endurance
- How to calculate BMI
- Other methods for determining body composition - body fat measuring, bodpod, hydrostatic weighing, body scan
- How to improve flexibility
- How improvement in health related fitness components can improve overall health

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

- Know how to calculate target heart rate zone
- Demonstrate understanding of activities that increase heart rate to target heart rate zone
- Know how to estimate one rep max for activities
- Demonstrate how to modify sets and reps to lift to increase strength
- Demonstrate how to modify sets and reps to lift to increase endurance
- Calculate BMI
- Demonstrate different styles of stretching

**Assessments:**

- SMART Goals
- Fitness center workout cards
- Written assignments

**Software/Resources:**

**Pequea Valley School District**  
**Wellness Education**

**Unit: Skill Related Fitness Components**

**Course: Wellness 10**

**Grade: 10**

**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 knowledge of the skill related fitness components improve overall personal fitness?

**Keystone Eligible Content/PA Core Standard**

- 10.5.12.A
- 10.5.12.F

**Pacing: Approximate number of class sessions per unit**

- 10

**Tier 3 Vocabulary (Content specific vocabulary)**

- Agility, balance
- Speed
- Power
- Reaction time
- Coordination
- Skill related components

**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”.*

- Agility - ability to change body position rapidly in space with accuracy
- Balance - ability to control your body's position in space
- Coordination - integration of eye, hand and foot movements
- Speed - ability to cover distance in a short amount of time
- Power - ability to perform with strength at a rapid pace
- Reaction time - amount of time to start motion once a stimulus is received

**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 improve skill related fitness components
- How improving in skill related fitness components can improve sport performance
- How improving in skill related fitness components can improve overall health

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

- Demonstrate how to incorporate skill related fitness components in activity
- Use skill related components in game play

**Assessments:**

- Skill performance
- Class activity

**Software/Resources:**