

Personal Wellness (0047) Course Overview Curriculum Document

Course Description

Students will learn the knowledge and skills needed to develop and maintain a lifetime of optimal health and fitness. The following components are included: physical fitness activities, personal habits, nutritional awareness, stress management, and environmental factors that influence one’s health.

Credits

.5

Prerequisites

Fit 4 You

Board Approved

Revised

Spring 2022

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this course, students will understand that:

- Fitness Scores
- Fitness S.M.A.R.T. Goal
- FITT Formula
- Principles of exercise
- Target Heart Rate Zone
- 6 Second heart rate check
- Nutritional S.M.A.R.T. Goal
- Know the recommended amount of water
- Understand healthy meal/snack option
- Mindfulness
- Wellness S.M.A.R.T. Goal

Course Essential Questions

- Can the student self assess, make a S.M.A.R.T. goal, and a plan? (Fitness, Nutrition, Stress Management)

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit # - Fitness	Students will design and implement a personal wellness plan so that they can achieve and maintain a health enhancing level of physical fitness.	<ul style="list-style-type: none"> ● Can the student maintain a fitness portfolio? ● Can the student regulate exercise within a target heart rate zone? ● What is body image? ● Can the student safely participate in physical activity to prevent injury? ● Can the student select and participate in physical activities for enjoyment? ● What 2 or more health-related fitness components is the student competent in? 	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2) , Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self monitor aerobic intensity. (S3.H10.L2) , Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2) Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1),	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2) Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1) Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1) Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.46 (S3.H14.L2) Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)

			<p>Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3) Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2) Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)</p>	<p>Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self monitor aerobic intensity. (S3.H10.L2) Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2)</p>
<p>Unit # - Nutrition</p>	<p>Students will be able to reflect on their current nutritional habits and make nutritional plan to have a healthier diet.</p>	<ul style="list-style-type: none"> • Can the student design a nutritional plan? 	<p>Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1) , Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)</p>	<p>Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2) Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.47 (S4.H1.L1)</p>
<p>Unit # - Stress Management</p>	<p>The student will be able to reflect on their current wellbeing as it relates to the 6 wellness components and create a plan to become their best version.</p>	<ul style="list-style-type: none"> • What is stress? How does it impact the body and performance? • What is self-regulation? • Can the student create a plan to reduce stress? 	<p>Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1), Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L2)</p>	<p>Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.(S3.H14.L2) Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).43 (S3.H11.L2)</p>