



Course Overview

High School | 9 | Health & Wellness with General Physical Education - Last Updated on April 2, 2025

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Empowered, health-literate individuals, equipped with the knowledge and skills for lifelong physical activity and wellness, proactively balance physical, mental, social and emotional health needs.
- Leaders and active participants in health and wellness initiatives with a strong sense of ownership and responsibility for their health and that of their peers drive positive change within their communities, demonstrating commitment to collective well-being.
- Benefiting from partnerships with local health organizations and wellness professionals, learners cultivate informed, community-minded individuals who value collaboration and the importance of holistic health education for themselves and their families.
- In a school environment that models health and well-being through policies and daily practices—like offering healthy eating options and providing spaces for emotional support—physically literate learners prioritize their health and wellness through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. They become accustomed to integrating physical activity into their daily routines, setting the foundation for a balanced and healthy lifestyle.

Course Description

All 9th grade students are required to take Health & Wellness for a quarter and General Physical Education for a quarter. The Health / Wellness program consists of lectures, discussions, hands-on activities, reports and projects that deal with health issues affecting the youth of today. Topics that are taught include: wellness, human sexuality, drug and alcohol education, relationships, diseases and first aid / CPR education. The course will provide the students with the knowledge and skills necessary to make healthy life choices.

The General Physical Education program is designed to promote health and overall fitness. The students will discover personal strengths and weaknesses through cognitive knowledge, skill execution and active participation in a variety of games and activities. Through nine weeks of activity, the students will be introduced to multiple levels of exercise, classroom assessments, skill evaluations and small group competitions. The history of sports, individual and team sport strategies and fitness terminology will be discussed. A major emphasis will be placed on the development of a personal fitness program to promote positive behaviors for lifelong wellness. The students should expect to be active, develop and improve their level of fitness and promote positive, cooperative and fair competition. Everyone should learn that being active is fun.

STANDARDS

Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.1

10.1.9.A

10.1.9.B

10.1.9.C

10.1.9.D

10.1.9.E

10.2

10.2.9.A

10.2.9.B



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10.2.9.C

10.2.9.D

10.2.9.E

10.3

10.3.9.A

10.3.9.B

10.3.9.C

10.3.9.D

10.4

10.4.9.A

10.4.9.B

10.4.9.F

10.5.9.B

10.5.9.A

COURSE OBJECTIVES

Specific objectives for this course are aligned to the Pennsylvania Department of Education Standards for Health, Safety and Physical Education.

ASSESSMENT TYPES

The following assessment types will be used during the course:

- Curriculum-based Measures
- Formative Assessments
- Performance-based Assessments
- Summative Assessments

SUGGESTED METHODS OF INSTRUCTION

A health and physical education program demands the use of a variety of instructional strategies to foster active and healthy habits. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in *The Framework for Teaching* by Charlotte Danielson
- Cooperative learning and collaboration
- Inquiry & Project-based learning

RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
Textbooks Equipment and supplies		