

Wellness

This course is designed to develop a lifelong, positive attitude toward physical activity. Topics covered will assist in the development of healthy habits, making sound decisions, and improving one's overall quality of life. These objectives will be met through a combination of cardiovascular activities, new skill development, nutritional instruction, and personal responsibilities/goals.

As the middle school at HDS will be combined into one wellness class, students will receive three differentiated years of instruction as they progress through the program. This is designed to help students focus on different aspects of their overall well-being each year while naturally incorporating health-related topics into the curriculum. Years one through three of the program are listed below.

Aims

The aims of wellness are to enable the student to:

- appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle
- work to their optimal level of physical fitness
- become aware of movement as creative medium connected to communication, expression and aesthetic appreciation
- develop the motor skills necessary to participate successfully in a variety of physical activities
- experience enjoyment and satisfaction through physical activity
- develop social skills that demonstrate the importance of teamwork and cooperation in group activities
- demonstrate a high level of interest and personal engagement showing initiative, enthusiasm and commitment
- show knowledge and understanding in a variety of physical activities and evaluate their own and others' performances
- demonstrate the ability to critically reflect upon physical activity in both a local and intercultural context
- demonstrate the ability and enthusiasm to pass on to others in the community the knowledge, skills, and techniques that have been learned

Objectives

A. Knowledge and Understanding

- demonstrate an understanding of the principles and concepts related to a variety of physical activities
- understand the importance of physical activity to a healthy lifestyle
- recall and understand the various components that contribute to health-related fitness

B. Movement Composition

- compose and communicate meaning and ideas through movement

C. Performance and Application

- display acquired motor skills necessary to perform a variety of physical activities

- apply tactics, strategies and rules in both individual and group situations
- use movement concepts appropriately in relation to themselves, others and their physical environment
- apply health and fitness principles effectively through a variety of physical activities

D. Social Skills

- work cooperatively
- respect themselves and their social and physical environment
- support and encourage others (towards a positive working environment)
- develop attitudes and strategies that enhance their relationship with others
- show sensitivity to their own and different cultures

E. Personal Engagement

- show initiative, creativity and a willingness to improve themselves
- take responsibility for their own learning process and demonstrate engagement with the activity, showing enthusiasm and commitment
- show self-motivation, organization and responsible behavior
- recognize, analyze and evaluate the effects of a variety of physical activities on themselves and others
- reflect upon and evaluate their own performance in order to set goals in future development

Areas of Interaction

- Human Ingenuity (HI) – Through participation in wellness, students gain an understanding of the development and evolution of equipment, skills, techniques, and technology.
- Approaches to Learning (ATL) – Students will gain an understanding of the skills and techniques necessary to lead a healthy lifestyle, specifically, skills that are transferable to other learning situations.
- Health and Social Education (HSE) – The MYP wellness curriculum motivates students to develop a sense of responsibility for their own well-being and for their physical and social environment. This is achieved through an understanding of training principles and considering how physical activity might help in the treatment of physical and mental illness.
- Environments (E) – Physical education and wellness can lead to an understanding of the relationship between individuals, community, environment, and climate. With this understanding, students will be better equipped to make informed decisions regarding issues that impact their environments.
- Community and Service (CS) – The nature of the MYP curriculum encourages students to become aware of current health issues and to become involved in promoting health and fitness in the communities to which they belong.

Student Resources

A wide collection of periodicals, newspapers, and other medium will be used to supplement our studies. Students will also have access to the local Patrick Beaver Library to assist in their research. A variety of equipment and facilities such as CVCC will be available for student use.

Methodology

The fundamental concept of our wellness curriculum is to encourage a combination of skills promoting physical, intellectual, emotional, and social development.

Assessment

Assessment of student performance in wellness will be to the discretion of the faculty responsible for instruction. Final assessments at the end of year three will utilize the IB criteria to best describe the appropriate level of achievement by each student.

Criterion	Maximum	Assessment Methods
A - Knowledge and Understanding	6	Tests, quizzes, written and oral assignments
B – Movement Composition	6	Dramatic reconstructions and group/individual compositions
C – Performance/Application	10	Application of tactics, strategies and rules
D – Social Skills	6	Group project work, role play
E – Personal Engagement	6	Self-reflection, student conferences

Curriculum Map

Year 1 – 6 th Grade	Year 2 – 7 th Grade	Year 3 – 8 th Grade
<p>How can I share what I know?</p> <ul style="list-style-type: none"> - Heart Disease - Jump/Hoops for heart - Building a healthy lifestyle - Volleyball – Stand alone - AOI: (C&S) & (H&S) 	<p>How does our personal health affect others?</p> <ul style="list-style-type: none"> - Self as part of a group - Teambuilding - Softball – stand alone - AOI: (C&S) & (H&S) 	<p>How do we identify role models within our community?</p> <ul style="list-style-type: none"> - Identification of positive/negative role models - Responsibilities of role models - How to become a role model in your community - Tennis – stand alone - AOI: (C&S) & (H&S)
<p>Why and how do sports evolve?</p> <ul style="list-style-type: none"> - Responsibility for behavior - Integrity - Determination - Olympic Games - AOI: (HI) & (H&S) 	<p>Has technology helped or hindered out quality of life?</p> <ul style="list-style-type: none"> - Ply metrics - Flexibility - Speed - AOI: (HI) & (H&S) 	<p>How can we utilize different skills and techniques to build a cohesive unit?</p> <ul style="list-style-type: none"> - Teambuilding - Leadership - Problem solving - Flag-football - Soccer - AOI: (HI) & (H&S)
<p>How do we acquire new skills?</p> <ul style="list-style-type: none"> - Golf - AOI: (ATL) & (H&S) 	<p>How can learning about myself increase opportunity for me?</p> <ul style="list-style-type: none"> - Running - Yoga - AOI: (ATL) & (H&S) 	<p>How do short term goals aid in long term success?</p> <ul style="list-style-type: none"> - Setting personal goals - Commitment - Discipline/persistence - Theoretical vs. practical - Basketball - AOI: (ATL) & (H&S)
<p>How do we create an environment that encourages or motivates others to actively participate?</p> <ul style="list-style-type: none"> - Circuit training - Weights - Conditioning - AOI: (E) & (H&S) 	<p>In what ways can environment shape our health?</p> <ul style="list-style-type: none"> - Dietary guidelines - Obesity epidemic - Diabetes - Impact of different exercise activities - AOI: (E) & (H&S) 	<p>How does culture influence physical relationships?</p> <ul style="list-style-type: none"> - Sex education - Cultural influences on relationship norms - Substance abuse - AOI: (E) & (H&S)

*Health & Social Education will be a continued focus throughout the year, as it lends itself well to the wellness curriculum.