

Title: Fit2Live&Learn (F2LL)

Subject: Health and PE

Grade: 9

Credits: 2

Course Description:

This course meets daily for 90 minutes, and students will receive graduation credits required for Health and Physical Education. Benson has combined its traditional Health and PE classes to be able to offer DAILY fitness development and an experiential approach to health concepts. This F2LL program is committed to year-long practice of optimal exercise, healthy eating and mental strength habits for our students. This new approach is our response to the national problems around academic achievement and obesity. The F2LL curriculum is built around the research of Dr. John Ratey and documented in his book, SPARK: The Revolutionary New Science of Exercise and the Brain , The Wellness Impact: Enhancing Academic Success through Healthy School Environment by the GENYOUth Foundation, in addition to the PPS Common Curriculum Goals and Standards.

Standards and Proficiencies:

Standards are listed on the following websites:

www.ode.state.or.us and PPS standards for Health and Physical Education

Demonstrates competencies in the following areas:

Skills: Students will practice expressive and efficient movement, lifetime fitness activities, and achieve a healthy fitness level.

Concepts: Students will comprehend concepts related to health promotion and disease prevention.

* Accessing Information: Students will demonstrate the ability to access valid health information and health promoting products and services.

* Self-management: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

* Analyzing Influences: Students will analyze the influences of culture, media, technology, and other factors on health.

* Interpersonal Communication: Students will demonstrate the ability to use interpersonal

communication skills to enhance health as well as understand and respect differences.

* Goal Setting: Students will demonstrate the ability to use goal setting to enhance health.

* Decision Making: Students will demonstrate the ability to advocate for personal, family, and community health.

* Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.

Rubrics scores of 3 or better are required for projects, demonstrations, proficiencies, participation/awareness levels and essays. 90% completion on self reflection/analysis applications. 60% or better on exams and projects.

Schedule of topics/units covered:

1. Daily Exercise (Schedule: TTHF moderate CV, MW vigorous CV)
 - a. Follow recs from Dr. Ratey's research. Encourage on optimal 6th workout on the weekend supported by family and Nike+ FuelBands.
 - b. Teach benefits to the brain and body of exercising at each intensity level and the science of proper exercise regimens.
 - c. Use heart rate monitors and fitness equipment during exercise to motivate, track and achieve the desired workout intensity levels.
2. Weekly Nutrition (Mondays 35 minutes & worked into other lessons)
 - a. Hands on meal planning and analysis- eat & analyze foods
 - b. Simple cooking and preparation instruction
 - c. Healthy weight maintenance, body image and eating disorders.
 - d. Partnership with PPS Nutrition Services and OSU SNAP-ED program to bring in local fresh foods and effective curriculum.
 - e. Home shopping and cooking assignments to be done with family.
3. Other PE concepts (Tuesdays 35 minutes)
 - a. Lifetime activities- bowling, golf, badminton, racquetball, tennis, ice skating.
 - b. Fitness training principles and health and fitness components
 - c. Strength Training
 - d. Etiquette/Sportsmanship/Strategy
4. Other Health concepts (Wednesdays 35 minutes)
 - a. Lifestyle Diseases
 - b. Relationships and sexuality
 - c. Communicable Disease
 - d. Alcohol & Other drugs/ Addiction
 - e. Depression and Suicide
 - f. First Aid
 - g. Injury Prevention
5. Weekly Mental Strength (Schedule: 20 minutes on Thursdays)
 - a. Concepts: brain development (esp. related to teens), stress management, resilience, metacognition, emotional control, overcoming challenges.
 - b. Experiential Learning:
 - i. Yoga, Tai Chi, Positive Affirmations, Breathing
 - c. Possible cortisol testing to measure stress levels

6. Student Wellness Projects and group work (Fridays- 40 min.)
 - a. Develop social competence through assertive communication skills, personal management, leadership, community service and teamwork.
 - b. Real World Projects created and led by students:
 - i. Fall Health Fair & Winter Fun Fair Booths and presentations.
 - ii. Bullying/Advocacy/Assertive communication projects with Kaiser Permanente Educational Theatre program.
 - iii. Peer to peer teaching of Individual personal training workouts.

CTE Integration:

Health Science senior project is to work with a select group of freshmen to give additional health screening tests, consult and set goals around individual health needs.

Academic Vocabulary

aerobic, anaerobic, abstinence, abuse, acquired immune deficiency syndrome (AIDS), action plan, active listening, addiction, advocacy, alcoholism, anabolic steroid, antioxidant, anxiety, assertive, atherosclerosis, binge drinking, blood alcohol concentration, blood pressure, body composition, body mass index (BMI), body types, caloric expenditure, carbohydrate, cardiovascular endurance, cardiovascular disease, cholesterol, conflict resolution, contraception, coping strategy, dependence, depression, diabetes, diastolic, dietary supplement, distress, drug abuse, drug misuse, drug, eating disorder, emotional abuse, emotions, empty calorie, endorphins, eustress, fad diet, FITT, flexibility, food intolerance, gender, gender role, goal setting, harassment, health-related fitness, heredity, hierarchy of needs, human immunodeficiency virus (HIV), hypertension, infertility, melanoma, metabolism, non-communicable, nutrient dense food, nutrition, obesity, over-the-counter drug, overweight, passive, pathogen, personal fitness plan, physical fitness, prejudice, prescription drug, protein, refusal skills, resting heart rate, risk behaviors, risk factors, saturated fat, sedentary lifestyle, self-esteem, sexual harassment, sexually transmitted infection (STI), sexuality, skill related fitness, stress, stress response, stressor, systolic, target heart rate, tolerance, trans fat, unsaturated fat, values, wellness

District Materials

Fitnessgram, Fitness For Life/Physical Best, ETR- Health Smart
Glencoe Health Text
Teenage Health Teaching Modules

Supplemental Materials

SPARK: Revolutionary New Science of Exercise and the Brain Dr. John Ratey.

Physical Education Workbook- Benson HS

Differentiation

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...)

Many scaffold activities to accommodate the range of abilities.

Review IEP's and follow required accommodations

Use school-wide instructional strategies for reading and writing.

Outside extracurricular activities.

TAG

MEDICAL EXCUSES: Students will be allowed to modify their daily activity levels or choices appropriately with alternate activities based on injuries and/or physician recommendations. Sitting out is not an option for earning their PE credit.

CRLEs

- Field trips
- Guest speakers and teachers
- Project-based Learning
- Peer mentorships

Essential Skills Taught

- Read and comprehend
- Write clearly and accurately
- Listen actively and speak clearly
- Think critically
- Personal management and teamwork

Essential Skills assessed

- Read and comprehend
- Write clearly and accurately
- Listen actively and speak clearly
- Think critically
- Personal management and teamwork

Assess/Eval/Grading

10% scale on exams and projects = 50% of grade

Rubric scores for demonstrations, essays and some projects = 25%

90% completion on self-reflection/analysis applications = 25%

Behavior

Provide an emotionally and physically safe environment that is focused on learning and respect for all. Students who do not meet this expectation are dealt with in accordance to the District and Benson disciplinary guidelines. Behavior modification as it pertains to teacher best practices.

Safety

Follow all District safety protocols.

Uniforms

Uniforms are used for participation and good personal hygiene is the responsibility of the student at all times. Loaner uniforms are available if needed (limit 2 per quarter)