

Wallenpaupack Area School District  
Wallenpaupack Area High School  
Course Title: Wellness III Health  
Length of Course: Semester; half credit

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**District Policies:**

**Academic Integrity:**

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

**Assessment:**

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

**Attendance:**

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

**Special Education:**

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

**Course Description:** 11<sup>th</sup> Grade Health course focuses on attitudes and behaviors that will promote positive health and wellness for an individual throughout their lifetime.

**Pennsylvania State Standards:**

- 10.1.12:**
- A. Evaluate factors that impact growth and development during adulthood and late adulthood.
    - acute and chronic illness
    - communicable and noncommunicable disease
    - health status
    - relationships (e.g., marriage, divorce, loss)
    - aging process
  - B. Evaluate factors that impact the body systems and apply protective/ preventive strategies.
    - fitness level
    - environment (e.g., pollutants, available health care)
    - health status (e.g., physical, mental, social)
    - nutrition
- 10.2.12:**
- C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.
  - D. Examine and apply a decision-making process to the development of short and long-term health goals.
  - E. Analyze the interrelationship between environmental factors and community health.
    - public health policies and laws/health promotion and disease prevention
    - individual choices/maintenance of environment
    - recreational opportunities/ health status
- 10.4.12.:**
- F. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
  - A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
  - B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.
    - social
    - physiological
    - psychological

C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.

- aging
- injury
- disease

D. Evaluate factors that affect physical activity and exercise preferences of adults.

- personal challenge
- physical benefits
- motivation
- access to activity
- self-improvement

## Core Curriculum:

### Course Objectives:

Students will demonstrate the ability to:

- understand the elements and the importance of healthy communications, decision making and being responsible for their own self-esteem
- Recognize productive and viable ways to solve problems
- Understand the relationships between the use of drugs and bad decisions
- Make responsible decisions concerning the use of alcohol, and other drugs
- Understand the relationship between drug use and mental, emotional, and social problems
- analyze their current health status

Students will master the skills of:

- Researching health topics on the Internet
- communicating effectively
- Making decisions to correct unhealthy behaviors

### Major Activities to Support Course Objectives:

Role play

Research projects

Analyze relationships viewed on video

### Student Responsibilities:

#### ***Attendance expectations:***

Attendance is central to your success in this class. Due to the nature of this class, the coursework is completed during the class period; therefore, any absence will result in the student missing work which must be completed.

#### ***Homework expectations:***

Homework is not assigned in this class. All work will be completed in class. However, if more time is needed to complete assignments, students will be required to complete the work at home.

**Make-Up Work:** Students will be given one day for each day you are excused from class to turn in make-up work. The students must ask the instructor about any work they might have missed during their excused absence.

**Late Work:** Work may be made up until one week before the end of the current health unit.

### Assessment:

#### ***Grading Components:***

- Worksheets: these will be to reinforce the topic covered that day in discussion
- Tests: these will be based on information the student has learned from the text
- Projects: these will allow the student to synthesize information they have learned during the class.
- Class Participation: students are encouraged to add ideas and information during class discussions.
- The health component of Wellness III is 50% of their grade

**Content Pacing Guide:**

Topic	Major Assignments	Estimated Time
Drugs and alcohol	Power point presentation	3 blocks
Non-communicable diseases	Power point presentation	3-4 blocks
Relationships	Role plays, worksheets	5 blocks
Communication	Role plays, worksheets	5 blocks

**Wallenpaupack Area School District**  
**Wallenpaupack Area High School**  
**Course Title: 11<sup>th</sup> Grade Physical Education**  
**Length of Course: Semester**

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***Assessment:***

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***Attendance:***

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

***Special Education:***

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**Course Description:** 11<sup>th</sup> Grade Physical Education creates opportunities for students to learn and practice health and fitness theory. It is designed to develop self-discipline and self-control while learning life-long wellness skills. Opportunities are provided for students to develop safety skills, positive attitudes toward fitness, and social skills through participation in a variety of individual and team sport activities. The course also focuses on attitudes and behaviors that will promote positive health and wellness for an individual throughout their lifetime.

**Pennsylvania State Standards:**

**Core Curriculum:**

- 10.4.12.B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.
- 10.4.12.E Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.
- 10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.
- 10.5.12.B Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.
- 10.5.12.C Evaluate the impact of practice.
- 10.5.12.E Analyze the application of game strategies for different categories of physical activities.

**Course Objectives:**

**Students will demonstrate the ability to:**

- Demonstrate proficiency in all fundamental movement skills and patterns and competence in several specialized movement forms.
- Achieve and maintain a health-enhancing level of personal fitness.
- Demonstrate responsible personal and social behaviors in physical activity settings.
- Work cooperatively with peers during physical activity.
- Demonstrate sportsmanship and fair play during physical activities.
- Participate in a nationally recognized fitness tests to assess personal fitness.

**Students will master the skills of:**

- Identify and analyze the movement skills of self and peers during various physical activities.
- Apply rules, procedures, and safe practices based upon teacher instruction.

**Major Activities to Support Course Objectives:**

Badminton, Fitness Testing, Soccer, Speedball, Archery, Canoeing, Softball and Golf

**Student Responsibilities:**

*Behavior expectations:*

1. Physical Education is required for graduation each year under the law of the Commonwealth of Pennsylvania and regulations of this school district.
2. Students must be prepared in proper Physical Education attire for every scheduled class. Only exception: Doctor's excuse.
3. Proper Physical Education attire is:  
Shorts, appropriate T-Shirt (with sleeves), sweatpants  
Sneakers  
Sweat shirts for cooler days
4. If a student refuses to change, the following will occur:  
The student will not be allowed to make up the class.  
The teacher will send a discipline write up to the office.  
The office will handle the discipline action if it becomes a reoccurring problem.
5. Missed classes in excess of 2 for a marking period may cause a student to fail. The only excused absences are school functions and long term medical excuses. Students will be allowed to make up classes they have missed due to extenuating circumstances.
  - a. Once the PE portion of Wellness is over, the student has one week to make up the absences.
6. The Physical Fitness Testing Program is mandatory each year. Failure to complete tests dictates course failure.
7. Valuables are the students' responsibility. Locker rooms will be locked during class time, all valuables should be secured by the students. Lockers are for your use during class only. Team rooms are off limits.
8. Reckless use of equipment will result in assessment for repair or replacement costs.

*Make-Up Class expectations:*

**Make-Up Class:** A student can make up a class by participating in a physical education class or staying after school to use the Weight room.

**Assessment:**

*Grading Components:*

Students will receive a grade as follows:

Each day a student can earn up to 10 points per day.

Preparation for class (clothing and sneakers) mandatory, if they do not change the student will receive a zero for the day.

Active participation (4pts)

General behavior: leadership, cooperation, initiative, teamwork (4pts)

Skill development and proficiency (2pts)

**Final Grade Calculation:**

Physical Education Grade:  $\frac{1}{2}$  of final grade

No Final Exam Grade

**Content Pacing Guide:**

<b>Topic</b>	<b>Major Assignments</b>	<b>Estimated Time</b>
Badminton		3 days
Fitness Testing		2 days
Archery		3 days
Kayaking		3 days
Softball		4 days
Golf		2 days
Volleyball		2 days
Court Hockey		5 days
Flag Football		3 days
Weight Room		6 days
Ping Pong		2 days