

Health and Wellness I

Course Description:

Through Health and Wellness I, students study the functions and interactions of the body systems and analyze the relationship between these systems and optimal health. They also examine the impact of nutrition, fitness, mental health, and substances on health, welfare, and personal fulfillment. Through the learning activities in this course, students practice their skills of informed decision making while planning for dietary needs, constructing a personal fitness plan, and working to maintain mental health. Health and Wellness reinforces the skills and dispositions detailed in the Holy Cross *Portrait of a Crusader* by teaching students to respect, support, and directly help each other and to demonstrate initiative, responsibility, and resilience with a collaborative spirit.

Essential Questions

- What influences my behavior and decisions? How do I make good decisions?
- What do I need to know to make good decisions about my physical health? Mental health?
- What can I do to avoid or reduce health risks?
- How and where can I locate health resources?
- How can goal setting enhance and improve my health?
- What can I do to advocate for myself when I am at risk?

Course Curriculum

Unit 1: Mental Health (6 weeks)

In this unit, students study the brain and mental health.

Focus Questions:

- What are the basic anatomical features of the brain? How does the brain develop?
- How does the brain work with the body?
- What diseases and injuries can affect brain function?
- How can we keep our brains safe from physical harm?
- What is stress and how does it impact the brain? How can we manage stress?
- How can we recognize the signs of depression in ourselves and others? What can we do for those battling depression?
- How can we recognize someone who is suicidal? What can we do for someone who may be suicidal?

Concepts/Skills:

- Diagram/model the basic anatomy of the brain and explain how the brain develops.
- Analyze how the brain communicates with the body system
- Analyze the work of the central nervous system. Compare and contrast the central and peripheral nervous system.
- Investigate the causes and effects of common neurological diseases.
- Explain the various ways that the brain can be injured and preventative measures that can be taken to

protect the brain from injury.

- Explain the varied ways a brain can be harmed by poor nutrition, substances, and lack of activity.
- Define stress and investigate the impact of stress on the brain and body systems.
- Discuss alternatives to self medicating to relieve mental distress.
- Explore breathing techniques for stress reduction.
- Practice meditation to relieve stress.
- Discuss how you can help someone who is struggling with depression and suicidal thoughts, including referring them to a trusted adult and sharing resources.

Formative and Summative Assessments:

- Diagram and explain the neurological system
- Investigate one brain disorder and present information to the class.
- Demonstrate a meditative /stress reduction technique.

Unit 2: Substance Abuse (6 weeks)

In this unit , students study the impact of specific substances on the brain and body, including tobacco, marijuana, and alcohol.

Focus Questions:

- What do tobacco, alcohol, and marijuana do to brain and body function?
- What is the difference between vaping and smoking? What are the impacts of vaping?
- When one body system is directly affected by drugs, how are other systems impacted?
- How do drugs and alcohol impact decision making? What are the long term implications for the individual?
- How are teens targeted by companies to buy/use their products?
- How does peer pressure affect the decision making process now and in college?
- Why would a product considered legal by the government be harmful to a person?
- What are the legal implications of underage drug and alcohol use?

Concepts/Skills:

- Explain/diagram the basic anatomy of the respiratory systems and digestive systems.
- Investigate the impact of tobacco on the brain and all body systems.
- Investigate the impact of marijuana on the brain and all body systems.
- Compare the impact of smoking and vaping on the body systems.
- Investigate various respiratory diseases and their relation to inhalation of specific substances.
- Investigate the impact of alcohol on the brain and all body systems.
- Explain the stages of alcohol impairment and the amounts of alcohol that can cause these stages, including stupor, coma and death. Determine how much alcohol results in a DUI arrest.
- Investigate how teens are targeted by advertisements and product branding.
- Investigate the alcohol poisoning deaths of those participating in fraternities and sororities.

Formative and Summative Assessments:

- Diagram/explain body systems: respiratory and digestive.

- Summarize the impact of tobacco, marijuana, and alcohol on the brain and body systems.
- Participate in a class debate focused on one topic studied in the unit. Students research, form an opinion, and defend this opinion with accurate relevant facts and expert opinions. Students make accurate and valid points during the debate and logically rebut incomplete material or invalid conclusions that are presented.
- Investigate the college stance on marijuana and alcohol in regards to fraternities and sororities.
- Participate in the use of Fatal Vision glasses. Write a reaction to how the glasses made you feel and what you saw others struggling with while using the glasses.

Unit 3: Fitness and Nutrition (6 weeks)

In this unit, students develop an understanding of the fundamentals of personal health, fitness, and nutrition, including how to make healthy decisions and set short-term goals for improving their health. Students will learn to recognize the behaviors associated with eating disorders and the impact of eating disorders on the body and brain. Students will understand how food is presented and packaged for the consumer.

Focus Questions:

- How can we help the brain with nutrition and exercise?
- How can we determine the healthy choices to make?
- How does each person have their own unique bodily needs and metabolism?
- How can we be educated consumers?
- How does overall fitness improve the quality of life?
- How do we know what exercise program is right for us?

Concepts / Skills:

- Investigate the quality of nutrition and the performance of the brain and body.
- Explain the role of genetics, hormones and metabolism on a person's overall physical makeup.
- Compare the choices of organic, fresh, processed and preserved foods.
- Investigate how the food industries market food products.
- Investigate how the food industry grows and processes food for public consumption.
- Explain the role of the FDA in our food safety.
- Explain the use of package labeling , such as ingredient lists and nutrition facts labels.
- Explore the different types of exercise and how it fits the needs of your performance goals.
- Introduce lifetime activities that an individual can partake in.

Formative and Summative Assessments:

- Create a personal fitness plan which includes the type of activity, the length of activity and the focus point of the activity.
- Create a personal dietary plan which accompanies the goal an individual has to achieve or maintain a healthy body.
- Investigate the food process from the time it is grown to the time it is created and put into the package and brought to the store for consumers to purchase.
- Dissect the marketing of food in a typical grocery store. Determine what tactics are being used to get the typical consumer to buy the product. Create a diagram of the layout of the store.
- Read ingredient labels and nutritional facts labels in order to be able to have knowledge of the actual ingredients in the product.

- Read shelf labels to help educate the value of the product you are purchasing. Determine which size product would give you the greatest amount material for the money paid.
- Participate in low impact individualized skills such as yoga, stretching, jump rope and walking.

Resources

- Scholastic Choices Magazine (Digital access)
- CTAHPERD Connecticut Association of Health Physical Education and Dance
- New England Dairy
- Dairy Council of California
- Calculator.Net - Calorie Calculator
- NAMI National Alliance of Mental Illness
- Mental Health First Aid
- CATCH My Breath
- Foundation for a Drug Free world
- The Franklin Institute
- AHA
- American Cancer Society
- American Lung Association

Grading Policy

Students are graded on a points policy. Every assignment given inside or outside of the classroom is designated a certain amount of points. Projects and large individual or group assignments are given once a quarter and are given the largest amounts of points. At the end of the quarter the grade is determined by the number of points awarded divided by the number of points available to earn.

Course Description:

Through the Health and Wellness II course, students will continue to study the functions and interactions of the body systems and analyze the relationship between these systems and optimal health. They also examine the impact of personal safety, emergency skills, and illegal substances on health, welfare, and personal fulfillment. Through the learning activities in this course, students practice their skills of informed decision making while planning for keeping them safe from personal harm, what to do in an emergency situation and working to maintain mental and physical health.

Essential Questions:

- What influences my behavior and decisions? How do I make good decisions?
- What do I need to know to make good decisions about my physical health? Mental health?
- What can I do to avoid or reduce health risks?
- How and where can I locate health resources?
- How can goal setting enhance and improve my health?
- What can I do to advocate for myself when I am at risk?
- What can I do when myself or others are physically at risk?

Course Curriculum:**Unit I: Substance Abuse (6 weeks)**

In this unit , students study the impact of specific illegal substances on the brain and body, including opioids, hallucinogens, depressants and stimulants.

Focus Questions:

- How are drugs scheduled by the federal government?
- What do Scheduled drugs actually do to brain and body function?
- What are the legal impacts of the scheduled drugs and their usage?
- When one body system is directly affected by drugs, how are other systems impacted?
- What is the cycle of addiction? Why is it so hard to stop using?
- How do drugs impact decision making? What are the long term implications on the individual?
- How are teens targeted by drug sellers to buy/use their products?
- How does the combination of illegal and legalized drugs put you at risk?
- How does peer pressure affect the decision making process?
- How can you find help for yourself or someone else who is dealing with an addiction problem?

Concepts/Skills:

- Explain the basic anatomy of the nervous, respiratory systems and digestive systems.
- Explain/diagram the circulatory system
- Investigate the impact of opioids and fentanyl on the brain and all body systems.
- Investigate the impact of hallucinogens on the brain and all body systems.
- Investigate the impact of depressants and stimulants on the brain and all body systems.
- Compare the impact of smoking, absorption, digesting and the injecting drugs on the body systems.
- Investigate various diseases and their relation to usage of specific substances.
- Explain the stages of drug addiction and recovery.

Formative and Summative Assessments:

- Summarize the impact of heroin, cocaine, opioids, hallucinogens, crystal meth, fentanyl, depressants, and stimulants on the brain and body systems.
- Investigate the stages and impacts of drug addiction.
- Participate in a class debate focused on one topic studied in the unit. Students research, form an opinion, and defend this opinion with accurate relevant facts and expert opinions. Students make accurate and valid points during the debate and logically rebut incomplete material or invalid conclusions that are presented.
- Research the life of a celebrity who has died due to a drug overdose. This could be a celebrity that died at their own hands or one that died due to someone else's drug usage. Create a presentation focusing on the impacts of addiction.

Unit2: Personal Safety (5 weeks)

In this unit , students study the importance of personal safety when it comes to dating and relationships.

Focus Questions:

- What is a healthy relationship?
- What is an abusive relationship? What is the Cycle of Abuse and its effect on mental health?
- How can you and those you care about get help for an abusive relationship?
- What are the causes, symptoms, and effects of STD's or STI's?
- What is abstinence?
- What is the definition of rape? What is the meaning of consent from a legal standpoint?

Concepts/Skills

- Discuss the difference between a healthy and abusive relationship. Understand that abusive relationships can occur in all types of relationships.
- Identify the signs of abusive relationships; diagram the Cycle of Abuse and its impact on mental health. Investigate resources for help if in an abusive relationship.
- Discuss the causes and effects of STDs/STIs. Understand the essential role of medical support.
- Participate in the AIDS transmission activity to show how diseases can pass from one partner to another. Draw conclusions based on the activity and discuss.
- Understand the difference between sexual assault and rape. Explain the legal definition of consent.
- Research how to access help.

Formative and Summative Assessments

- Create an STI chart including the name of the disease, signs, symptoms, treatment, and classification of the organism that has caused transmission.
- Write an informative essay based on a topic studied in the unit. (Teacher approval required.)

Unit 3: Emergency Situations (6 weeks)

In this unit the students will study and demonstrate CPR . Students will also research what to do in the face of different types of natural disasters.

Focus Questions:

- What does CPR stand for? When and how would you perform CPR?
- When and how would you perform the Heimlich Maneuver?
- What are the signs of a heart attack and stroke?
- When and how do you contact 911? What information do you need to provide?
- How do you use an AED? What are the locations of AEDs in our school?
- If a natural disaster happened to you or your family, what should you do?
- What are the natural disasters that we often see in Connecticut?
- How do you prepare for natural disasters in a new environment?
- How should you react in the event of an accident, including an automobile accident?

In this performance-based unit, Concepts and Skills are the same as Assessments:

- Perform CPR on adult and infant manikins.
- Perform the Heimlich Maneuver on adult and infant manikins.
- Explain how to use an AED.
- Detail the items and information for a natural disaster kit in CT.
- Demonstrate the steps of calling for first responder help.

Resources

- Scholastic Choices Magazine (Digital access)
- CTAHPERD Connecticut Association of Health Physical Education and Dance
- American Heart Association
- American Red Cross
- NAMI National Alliance of Mental Illness
- Mental Health First Aid
- Foundation for a Drug Free world
- CT Government - Drug laws /policies
- SAMHSA
- The Franklin Institute
- Safe Haven of Greater Waterbury
- RAINN
- Domestic Violence Support

Grading Policy

Students are graded on a points policy. Every assignment given inside or outside of the classroom is designated a certain amount of points. Projects and large individual or group assignments are given once a quarter and are given the largest amounts of points. At the end of the quarter the grade is determined by the number of points awarded divided by the number of points available to earn.

Health and Wellness III/IV

Build a Better Body

Course Description:

Build a Better Body is an Elective half year course open to Juniors and Seniors. They may sign up for it as a full year elective if they desire to do so. The purpose of this course is to provide an opportunity for those students who would like to learn and implement techniques to develop their body. This can be in conjunction with a sport they participate in or for their own personal well being. They should learn proper weightlifting techniques, weight room safety measures and individualized fitness goals.

Essential Questions:

- What do I need to know to make good decisions about my physical health?
- What can I do to avoid or reduce health risks?
- How and where can I locate health resources?
- How can goal setting enhance and improve my health?
- How can I prioritize my physical well being in a group setting?
- How can I incorporate nutrition into my physical health plan?

Course Curriculum:

Unit I : Weight Room Overview and Safety Techniques (First week and continuous throughout the course)

During the first week of class the students will be given an explanation of all the different pieces of equipment in the weight room. This includes the name of the machine, how it works and the proper technique in using it for the maximum physical benefit. Safety rules such as spotting a person using a heavy weight, the return of equipment to its proper rack when you are done with it and cleaning after using a machine will be gone over.

Focus Questions:

- What do you personally want to achieve in this class?
- What do you need to work on in order to get to your goal?
- What is a set? What is a rep? How do I determine how many to do?
- How do I use a machine with a pulley system in it?
- How do I handle free weights(ie Dumbbells, barbells)?
- How do I determine my max weight and the weight I should be lifting to reach my personal goal whether it be tone or gain muscle?
- Why is it so important to maintain a neat and organized weight room?
- How important is it to clean equipment after you are done using it?

In this performance-based unit, Concepts and Skills are the same as Assessments:

- Demonstrates proper use of equipment (ie grip, movement)
- Demonstrates correct spotting technique.
- Performs adequate number of reps and sets based on individualized plan
- Follows safety guidelines in returning equipment and weights to original position
- Follows safety guidelines in cleaning equipment after usage.

Unit 2 : Workout Plan (remaining course weeks)

During the remaining time of the course the student will actively engage in their personally designed program. This program was established during the first week with their goals in mind of what they are trying to accomplish in this class (toning, strength) and for what purpose (athletics, personal achievement). As they progress through the program with the instructor's advice, they will adjust for their needs (more weight, different exercise, more sets, etc). One on one discussions can happen with instructors to review progress and to talk about other aspects of reaching their goals such as nutrition and skill work.

Focus Questions:

- Are you seeing advancement in your established goals?
- Have you charted it to see the progress?
- Are you keeping track of when you would like to adjust your program?
- Have you reviewed your program with the instructor?
- If you are not seeing progress, have you questioned or analyzed your routine?
- Have you considered the nutritional aspect to your physical condition?

In this performance-based unit, Concepts and Skills are the same as Assessments:

- Demonstrates proper use of equipment (ie grip, movement)
- Demonstrates correct spotting technique.
- Performs adequate number of reps and sets based on individualized plan
- Follows safety guidelines in returning equipment and weights to original position
- Follows safety guidelines in cleaning equipment after usage.
- Has adjusted the workout to suit their needs as time goes on.
- Has reviewed their efforts with the instructor or sought out help when they have a question.

Resources:

- "Strength Training Anatomy" 3rd Edition, Delavier, Fredric
- Verywell fit.com
- Healthline.com
- "Strength Training: Nutrition 101..."
- NSCA
- U.S. Department of Agriculture
- NASM

Grading Policy:

This is a Pass/Fail Course. Grades are based on the level of participation the student demonstrates. Are they in attendance for class? Are they dressed appropriately - workout clothes and shoes? Are they participating at a high level, making good use of their time completing their workout or socializing and not completing their plan?

Students have elected to take this course. If they do not demonstrate the desired level of participation expected they may be removed from the course and not be allowed to sign up again the following semester.

Health Assistant**Course Description:**

This is a half year (semester) elective course open to Juniors and Seniors. They may sign up for it as a full year elective if they desire to do so. The purpose of this course is to give students the opportunity to help the Health and Wellness Instructor and the Crum Sem Instructor with the larger classes. They will have the opportunity to lead discussions, sit in on small groups, and provide insight to the topics we discuss from an upperclassman's point of view. In some cases they may be asked to demonstrate or actually teach a lesson for the day.

Essential Questions:

- How can I work on my leadership skills in a classroom setting of my younger peers?
- What type of organizational skills will I need to demonstrate to teach a class a topic I am comfortable with?
- How can I engage with my younger peers, so they know I am a resource for them?
- How will assisting in a class prepare me for my time in college or at a job?
- What behaviors and characteristics should I role model for the younger students?
- How will having one on one interaction with a teacher help me to broaden my horizons?

In this performance-based unit, Concepts and Skills are the same as Assessments:

Students will spend the semester being the teacher's assistant, from passing out materials, to engaging in group discussions, to possibly teaching a topic of their choice. The students participation, enthusiasm to participate and the ability to engage with the class is what the teacher is looking at in the assessment. Can they think for themselves and feel free to join in, rather than be told what to do and how to do it with every topic. This is ongoing throughout the semester.

Grading Policy:

This is a Pass/Fail Course. Grades are based on the level of participation the student demonstrates. Are they in attendance for class? Are they participating at a high level, making good use of their time? Are they willing to engage the students in discussions? Do they demonstrate the willingness and ability to help the teacher where needed? Do they participate in class discussions or do they wait to be called on in order to engage?

Students have elected to take this course. If they do not demonstrate the desired level of participation expected they may be removed from the course and not be allowed to sign up again the following semester.

