Course Overview: Wellness 2A: Purpose and Joy

Developing purpose begins with three types of belonging: feeling connected to yourself, the people around you, and the larger world you’re part of. From this foundational place of belonging, young people can begin to uncover what’s meaningful to them and what they care about. Equipped with these essential pieces of self-knowledge, they can learn to act with purpose, and build a life that aligns with their values and makes a positive impact on the world around them. We work to let young people know purpose is an everyday skill that can be incorporated into all aspects of life, including work, social relationships and leisure activities. Adolescent students who have purpose are happier, healthier, more engaged, and less stressed than their peers who lack it. Without connection to their intrinsic motivation, or an inner “purpose compass,” today’s youth will keep mindlessly racing to check boxes of external achievement that lack personal meaning, and suffer at epidemic rates as a consequence.

Units and Activities: What will we be learning about and doing in this course?

Purpose and Joy will cover the following topics:

Social Emotional Learning component:
- Self discovery
- Reflection on one’s place in the world
- Evaluating Strengths
- Career/future life exploration
- Empathy and Emotion Regulation

Physical Education component:
- Personal Fitness/movement Plans that incorporate the various aspects of lifetime fitness.

Standards: What knowledge and skills will I gain by the end of this course?

This course will assess the knowledge and skills students build in key Anchor Standards and Content Standards.

Anchor Standards:

Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.

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

Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Content Standards: This course builds student knowledge using the National Health Standards as well as the National Physical Education Standards. The content standards for each are found at the following link.

https://www.shapeamerica.org/standards/default.aspx

Assessment of Learning

Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

Formative Assessments: Formative = Forming my knowledge and skills. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

Summative Assessments: Summative = Summation of my knowledge and skills. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

Habits of Work for Learning: Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th>Anchor Standard: Computational Modeling</th>
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<tbody>
<tr>
<td><strong>Course Standards:</strong> NGSS HS-L2-1 Use mathematical and/or computational representations to support explanations of factors that affect the carrying capacity of ecosystems at different scales. NGSS HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</td>
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<tr>
<td><strong>Representation</strong></td>
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<td>I can identify the</td>
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### Computational Modeling & Analysis

<table>
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<tr>
<th>Description</th>
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<tr>
<td>I can use a given computational model to explore relationships between components of a system.</td>
<td>I can use a given computational model as evidence to support a claim or explanation of a system.</td>
<td>I can create and/or revise a computational model and use it as evidence to support a claim or explanation of a system.</td>
<td>I can expand the computational model to illustrate how a change in a system component can impact all other relevant components.</td>
</tr>
</tbody>
</table>

*Scores in the "Beginning range" are well below proficient and thus they are below passing.*

### HOWL Scoring:

HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

### How is my Overall Course Grade Determined?

Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

### Communication:

**How Do I Know My Grades?**

- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

### Where Can I Find This Syllabus during the School Year?

- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

### How Do I See What’s Due?

- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

### How Do I See What’s Past Due?

- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

### Materials:
Please bring a notebook, pens/pencils, highlighters and a water bottle.

Schoolwide Procedures:

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook