Wellness 2B

Course Overview: Personal Fitness - Nutrition - Wellness

Wellness 2B is an upper level wellness course at Woodstock Union High/Middle School. This class takes the knowledge from courses wellness 7, wellness 8, and wellness 9, and dives deeper into life application. This course also hones in on the skills of healthy nutritional information and personal fitness. Skills focused on include; core concepts, accessing information, goal setting, self-management, and advocacy. If you also were to look at the dimensions of wellness, this class is considered to be a guide to becoming competent in the physical domain. All information learned in this course is tailored to the physical domain. A main goal of this class is for students to leave with the understanding of how to consume healthy foods and be physically fit with their exercise habits. All learning outcomes are directly tied to the five National Physical Education Standards and the eight National Health Standards.

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

The Wellness 2B curriculum is focused on a variety of topics centered around personal fitness/nutrition. The course starts with an in-depth look/discussion into the student’s own personal fitness and nutritional habits, and determining if they are health-enhancing/inhibiting. It then moves into the overview of what is personal fitness and what is the science of nutrition. Once prerequisite knowledge is learned, the class dives into a variety of other topics. The personal fitness topics include; how exercise impacts personal fitness, how to properly train and stay fit, partaking in teacher-led fitness classes/sessions, and goal-setting student personal fitness plans. The nutrition centered topics include; understanding nutritional needs of the body, reading/understanding food labels, how nutrition impacts wellness/the body, healthy student meal planning/personal nutrition plans, and basics of cooking/preparing proteins/fruits/vegetables/healthy snacks.

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:

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

Accessing Valid and Reliable Information: Students will demonstrate the ability to access valid information and products and services to enhance health.

Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Decision Making: Students will demonstrate the ability to use decision-making skills to enhance health.
**Self-Management:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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

**Content Standards:** This course builds student knowledge using the National Health and Physical Education standards. You can find the standards here: [https://www.shapeamerica.org/standards/default.aspx](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: Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Standards: NH6- Students will demonstrate the ability to use goal-setting skills to enhance health.</td>
</tr>
<tr>
<td>1.0*</td>
</tr>
<tr>
<td>NC*</td>
</tr>
<tr>
<td>Beginning</td>
</tr>
</tbody>
</table>
### Physical Dimension

| Identify the criteria to set a SMART goal. | Create a fitness and/or nutrition SMART goal. | Develop a plan to demonstrate the necessary steps to achieve my fitness and/or nutrition SMART goal and reflect on outcome and future goals. | Demonstrate the knowledge and skills to maintain a health-enhancing level of physical activity and fitness by attaining goals I set in the areas of fitness and nutrition. |

### Emotional Dimension

| Identify the criteria to set a SMART goal. | Create an emotional SMART goal. | Develop a plan to demonstrate the necessary steps to achieve emotional SMART goal and reflect on outcome and future goals. | Demonstrate the knowledge and skills to maintain a strong coping system by attaining goals I set in the areas of emotions. |

*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. The syllabus will also be placed on the google classroom site.

### How Do I See What’s Due?

- Summative assessment due dates and handouts are posted to the google classroom site.

### 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.
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

Classroom Expectations: (utilizing google classroom remotely for this school year)

Wellness expectations are as follows: Please arrive at class on time and prepared for the day's lesson. Students are expected to be engaged, focused, and working with high levels of effort. Students are also expected to work individually, with peers, and with the teacher. The classroom and gymnasium are positive learning climate areas that foster student growth and learning. All students should treat others with respect, and most importantly BE KIND. Gym space expectations are as follows: Please arrive at class on time and prepared for the day's lesson. Students are expected to have proper footwear and active clothing in order to successfully participate in gym activities.