

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT:	Interdisciplinary
COURSE TITLE:	Wellness for Life
GRADE LEVEL:	10-12
PREREQUISITES:	Health Semester or equivalent

COURSE DESCRIPTION:

The Wellness for Life course continues the progression of health related information that has been taught in Health and PE classes. Areas of study include; stress management, body systems, health care systems, health related careers, dynamics of nutrition, body image, sexual harassment, CPR and first aid, fitness, international health, wellness programs, disabilities, infectious/non-infectious disease, mental health disorders, self esteem, and community health services. Students have first hand interactions with community health related professionals and the services they offer.

CONTENT STANDARDS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Wellness for Life should be able to . . .

Science Content Standard IV. Understand and apply the concepts of health science.

Benchmarks:

- Understand and apply the essential concepts about nutrition and diet.
- Identify the fundamental concepts of growth and development.
- Identify essential concepts about the prevention and control of disease.
- Recognize essential concepts and practices concerning injury prevention and safety.
- Demonstrate concepts related to promoting and maintaining mental and emotional health.
- Application to maintain and promote personal health.
- Recognize substance use and abuse.
- Recognize environmental and external factors that affect individual and community health.
- Investigate how the health of individuals can be influenced by community resources, research, and medical advances.

Physical Education Content Standard III. Exhibit a physically active lifestyle.

Benchmarks:

- Participate in a variety of planned fitness activities.
- Performs proper warm-up conditioning and cool down techniques that are appropriate for each activity or sport.

Physical Education Content Standard VI. Understand that physical activity provides opportunities for enjoyment, challenge, self expression, and social interaction.

Benchmarks:

- Participate and socially interacts in a variety of life long recreational activities.



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PREREQUISITES: Health

CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR WELLNESS FOR LIFE:

Standard IV. Understand and apply the concepts of health science. The students in Wellness for Life should be able to...

Benchmark: Understand and apply the essential concepts about nutrition and diet.

Indicators: Evaluate the nutritional content of a variety of foods, including fast foods.
Recognize ways to control body weight and maintain overall health.
Apply individual's dietary needs to physical fitness needs.
Investigate the proper placement with supplements.

Assessments: Analyze and evaluate nutrition labels

Benchmark: Identify the fundamental concepts of growth and development.

Indicators: Explore the bones of the skeletal system.
Explore the muscles of the muscular system.
Identify muscle involvement with specific activity.
Discuss primary functions of the respiratory and circulatory systems.
Examine the effect exercise plays with Cholesterol.

Assessments: UHS physical fitness testing to include strength testing, cardiovascular, core, flexibility, body analysis, agility.

Benchmark: Identify essential concepts about the prevention and control of disease.

Indicators: Explore and evaluate family health history for possible risk factors.
In prevention of heart disease and obesity.
Examine the effect exercise plays with Cholesterol.

Assessments: Evaluate and explore BMI (Body Mass Index).
Performance of 3-minute step test to include:
Pre, post, and recovery heart rate

Benchmark: Recognize essential concepts and practices concerning injury prevention and



safety.

Indicators: Analyze an emergency situation and demonstrate the correct response.
Identify the importance of injury prevention and safety.
Understand and apply safety precautions needed at work, school, recreation, and home.
Apply management techniques to stress.

Assessments: Demonstrate proper lift techniques
Apply safety rules in fitness/weight room
Demonstrate various stress management techniques

Benchmark: Demonstrate concepts related to promoting and maintaining mental and emotional health.

Indicators: Record a personal health inventory.
Explore the benefits physical fitness plays in expressing positive attitudes regarding self-esteem.

Assessments: Research the correlations between physical activity and emotional attitude.

Benchmark: Application to maintain and promote personal health.

Indicators: Identify and apply components and phases of fitness.
Explore a wide variety of cardiovascular activities.
Recognize a variety of activities that can promote personal health.
Review the components of physical fitness.
Identify ways in which to assess physical fitness.
Create a personal fitness plan.
Identify health services and technology to meet individual needs.

Assessments: UHS physical fitness testing to include strength testing, cardiovascular, core, flexibility, body analysis, agility.

Benchmark: Recognize substance use and abuse.

Indicators: Investigate long term and short-term effects alcohol and drugs on the body's systems.
Identify risk factors and components of tobacco use.
Identify Steroid use performance enhancing drugs.
Negative effects of performance enhancing drugs.

Assessments:

Benchmark: Recognize environmental and external factors that affect individual and community health.



Indicators: Recognize that harassment affects both genders and is counter-productive in a safe classroom or workplace.
Recognize proper attire of weather elements.

Assessments:

Benchmarks: Investigate how the health of individuals can be influenced by community resources, research, and medical advances.

Indicators: Analyze their individual fitness level and set personal fitness goals.
Understand the technology of preventing injuries and or curing injuries.

Assessments:

Physical Education Standard III. Exhibit a physically active lifestyle. The students in Wellness for Life should be able to...

Benchmarks: Explore in a variety of planned fitness activities.

Indicators: Participate in a variety of anaerobic and aerobic activity.
Performs proper warm-up and cool down techniques.
Evaluate various training techniques relating to specific activities.

Assessments: UHS physical fitness testing
Performance of 3-minute step test to include:
Pre, post, and recovery heart rate

Physical Education Standard VI. Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. The students in Wellness for Life should be able to...

Benchmarks: Participate and socially interacts in a variety of life long recreational activities.

Indicators: Participate regularly in physical activity.

Assessments: Logs, Teacher Generated Assessment

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

