

BROOKLINE HIGH SCHOOL
COURSE OVERVIEW

SYLLABUS: *9th Grade Integrated Health and Fitness*

I. LEARNING OBJECTIVES

By the completion of this course the successful student will have learned:

- A. To identify and understand adolescent pressures.
- B. To identify and clarify his/her own values in order to strengthen his/her ability to resist negative peer pressure.
- C. To develop respect and tolerance for family and cultural differences.
- D. To understand how his/her individual health behaviors impact self, family, peers, school, community, and the environment.
- E. To utilize health and community related resources in the school and community.
- F. To understand the principles of progressive resistance exercise and cardiovascular conditioning programs.
- G. To increase fitness, problem solving, and lifetime activity skills and to understand their relationship to a healthy lifestyle.

II. LEARNING EXPERIENCES

- A. The course will consist of class discussions, selected readings, guest speakers, and media presentations.
- B. Students will be expected to complete homework assignments/project and quizzes, and complete an Integrated Health and Fitness Journal.
- C. The application of progressive resistance exercise, cardiovascular conditioning and lifetime activity skills into classes (adventure, yoga).

III. COURSE OUTLINE

A. Lifetime Activity

1. Adventure experiences (ice breakers, problem solvers, traverse/boulder climbing walls) to address creating community, risk taking and creativity, and leadership.
2. Yoga- flexibility/strength/breathing exercises, handling stress and emotions
3. Instruction in the proper use of the fitness center equipment
 - a. Weight training (Nautilus/free weights)
 - b. Cardiovascular conditioning (Lifecycle, Lifestep, Cross Trainer, Treadmill)

B. Emergency Medical Procedures

Heartsaver in the Schools CPR certification (American Heart Association)

1. What to do in an emergency
2. Choking procedures
3. CPR skills (including use of AED)

C. Nutrition

1. Choices and balance
2. Food pyramids
3. Eating disorders and disordered eating

D. Sexuality Education (students may be excused from this portion by parental request)

1. Relationships
2. Anatomy/Physiology Review
3. Contraception Overview
4. Communicable and Non-Communicable Diseases including HIV/ AIDS and STI's
5. Violence prevention (domestic violence, date rape, sexual abuse)

E. Drug Awareness

1. Substance Abuse/Violence Prevention Program
 - a. Impact of drugs on society, family and the user
 - b. Students as role models
 - c. Skills to resist pressure to use
 - d. Understanding Blood Alcohol Level
 - e. Laws
2. Family Addiction
 - a. Living with addiction
 - b. Risk factors
3. Recovery

F. Stress Management

1. Understanding Stress
 - a. "Age of Anxiety"
 - b. Eustress vs. distress
2. Controlling Stress
 - a. Mind/body relationship
 - b. Wellness
 - c. Relaxation techniques (sound, breathing, visualization, meditation)

G. Screenings

1. Posture
2. Hearing/Vision

IV. COURSE MATERIALS

The materials listed below are the central source materials for the course. These materials may be supplemented with additional resources. An asterisk indicates that a particular resource is not part of the school's permanent collection, but is available through rental sources.

A. Texts and Reading

- Heartsaver CPR in the Schools, American Heart Association, 2006
- Prothrow-Stith, Deborah, Violence Prevention Curriculum for Adolescents, Education Development Center, Inc.
- Instructors also use a variety of current magazine and newspaper articles and pamphlets that cover relevant health issues.

B. Videos/DVDs

- Heartsaver CPR in the Schools, American Heart Association, 2006
- AIMS Multimedia, Teen Files: "Truth About Sex, Truth About Violence, Truth About Smoking, Surviving High School," (School Versions),
- "Teens Talk", Dr. Sharon Gordetsky
- "AIMS Multimedia
- "Eating Disorders: Journeys of Self Discovery and Recovery"
- "How You Look Is Not Who You Are", The National Eating Disorders Foundation
- "I Can't Breathe Program Video", Mass Dept. of Public Health
- "Time Out - The Truth about HIV, AIDS, and You"

C. School and Community Resources

1. Guest speakers are brought in to discuss a variety of topics.

D. All equipment necessary for the physical activities will be provided.

V. HOW TO BE A SUCCESSFUL LEARNER

- A. Participate fully in class discussions.
- B. Complete written work including homework assignments, project, Health and Fitness Journal.
- C. Participate fully in the related activity days/ proper attire required.
- D. Attend classes on a regular basis and be punctual and prepared.
- E. Make-up classes that were missed.

VI. HOW GRADES ARE DETERMINED

- A. Project, quizzes, homework assignments, and Health/ Fitness Journal will count as one-third of the grade.
- B. Class participation and attendance will count as one-third of the grade.
- C. The activity sessions will count as one-third of the grade.