

**WELLNESS EDUCATION**  
**Rupert A. Nock Middle School**  
**Program Overview: 6, 7, 8**

Mr. Murphy

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Within the frameworks of the Massachusetts Comprehensive Health Curriculum and our school's philosophy, the Rupert A. Nock Middle School wellness program seeks to provide a balance between the expression of individuality and an opportunity to examine, monitor and improve one's own level of wellness. Moreover, this evidenced based curriculum is designed to provide students with a comprehensive and sequential wellness education with a responsible concern for the rights and needs of others. All information presented will be factually accurate, age appropriate and current. Each unit will reflect aspects of social, emotional, intellectual, spiritual and physical health. Furthermore, within each health unit, we will reinforce the understanding that all components of wellness are interrelated and share equal importance. Students will come to understand that the educational process of wellness requires self-awareness, self-responsibility, self-acceptance and that these are the key elements emphasized at the cornerstone of our wellness curriculum.

**Health Promotion Wave (HPW)**

The Newburyport High School, Rupert A. Nock Middle School and Edward G. Molin School have aligned their wellness health curriculums by adopting Health Promotion Wave. "(HPW) is a student-centered 4-12 comprehensive curriculum where skills and knowledge taught in the early grades are reinforced and built upon in the later grades. All content areas are covered and connect the classroom with home, school, and the community. The curriculum follows CDC guidelines, meets Massachusetts and national standards, and has been proven to be effective at changing the attitudes and behaviors of students participating in the program." (see HPW website)

The (HPW) curriculum has a detailed scope and sequence for all health related content areas throughout grades (4-12). The Wellness program will narrow the health content focus area by covering grade level specific MA State Framework Standards and Strands. The Wellness explore schedule allows for each student to have approximately **25-30** wellness lessons at each grade level starting in the fourth grade. Content areas taught at each grade level have been determined, in part by MA State Frameworks at each grade level, student data collected through the Newburyport Youth Risk Behavior Survey (YRBS), 6<sup>th</sup> & 8<sup>th</sup> Youth Asset Survey, student values classroom survey, changes in bully laws & state regulations, increased incidences of childhood obesity, and national changes in nutritional regulations and serving sizes ([www.myplate.gov](http://www.myplate.gov)). Starting in the 2018-2019 school year we will be incorporating the "All Stars" evidenced based wellness curriculum at the 5th, 6th and 7th grade level. The "All Stars" wellness curriculum addition will be funded through our newly acquired Massachusetts Opioid Prevention Grant.

**Researched-based strategies shown to improve effectiveness of health education:**

- \* Present health information that is accurate and current. (**MAHPERD**)
- \* Adopt curriculum, instruction and assessment strategies that guide toward self-directed,

independent, cooperative learning and living in line with real-life experiences. **(MAHPERD)**  
**Quality & Quantity of Work**

- A. Conduct = 25% (A classroom system will be established during one of our first lessons)
- B. Classwork / Participation & Homework is minimal = 50% (multiple opportunities given)
- C. Tests & Projects = 25% (approximately 2-3) (See details of assignments in the google classroom)
- D. Grades are recorded in X2 on a TEN point scale: 10/9 = A, 8 = B, 7 = C, 6 = D

**NOTE:** Assignments are weighted according to classwork, participation, homework & tests, projects

- E. Wellness is intended to be fun, highly engaging, evidence based and very interactive.
- F. Students are responsible for making up missed work. ***Extra Help Day: Thursday 2-3PM***

#### **Interpersonal Behavior:**

- Students and teacher will cooperate and participate in smaller & bigger group discussions and activities while exploring factual health related content information. Students will also work independently and utilize the computer lab & internet websites appropriately and constructively. Lastly, classroom warm-up activities, interactive social games, group-work and projects are common features in many of the lesson assignments.

#### **Study Habits and Work Procedures:**

- All students will be taught a decision making module for short and long term decisions.
- Teacher will work closely with teacher assistants and specifically with the Special Education Department to make any modifications required by 504's and IEP's
- Parents are encouraged to talk with their growing adolescent about topics discussed.

**Here is a list of the Massachusetts health & wellness standards, shaping the wellness curriculum in grades 6<sup>th</sup> 7<sup>th</sup> & 8<sup>th</sup> throughout the 2018-2019 school year.**

**Standard 1: Growth and Development** - By the end of Grade 8

Students (6-8) will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.

**Standard 2: Physical Activity and Fitness** - By the end of Grade 8

Students (6-8) will.....utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

**STANDARD 3: Nutrition** - By the end of Grade 8

Students (6-8) will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases

**Standard 4: Reproduction/Sexuality** - by the end of Grade 8

Students (6-8) will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.

**STANDARD 5: Mental Health** - by the end of Grade 8

Students (6-8) will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.

**STANDARD 6: Family Life** - by the end of Grade 8

Students (6-8) will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life.....

**Standard 7: Interpersonal Relationships** by the end of Grade 8

Students (6-8) will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

**Standard 10: Tobacco, Alcohol, & Substance Use/Abuse Prevention** end of Grade 8

Students (6-8) will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.

## **Wellness curriculum specific to the 6<sup>th</sup> grade....**

**Through the study of Body Systems students will...**

1.8 Describe the influence of health habits on growth and development

**Through the study of Fitness students will...**

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness

**Through the study of Improving Nutrition students will...**

3.8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the lifespan.

3.9 Describe a healthy diet and adequate physical activity during the adolescent growth spurt

**Through the study of Development students will...**

4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty

**Through the study of Feelings and Emotions students will...**

5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning

**Through the study of Decision Making students will...**

6.6 Explain the family life cycle and recognize that raising a child is one of the most important functions of a family

**Through the study of Communication students will...**

7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.

**Through the study of Effects on the Body students will...**

10.5 Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation

10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow

**Through the study of Healthy Decisions students will...**

10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs

## **Wellness curriculum specific to the 7<sup>th</sup> grade....**

**Through the study of Body Systems students will...**

1.9 Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, and adequate rest)

**Through the study of Fitness students will...**

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension

**Through the study of Improving Nutrition students will...**

3.9 Describe a healthy diet and adequate physical activity during the adolescent growth spurt

3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food

## **Wellness curriculum specific to the 7<sup>th</sup> grade continued...**

**Through the study of Development students will...**

4.10: Identify sexual discrimination and harassment.

**Through the study of Feelings and Emotions students will...**

5.8: Identify the causes and effects of depression and how to seek help.

**Through the study of Identity students will...**

5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem

**Through the study of Decision Making students will...**

6.6 Explain the family life cycle and recognize that raising a child is one of the most important functions of a family

**Through the study of Supports students will...**

6.7 Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups

**Through the study of Peer Relationships students will...**

7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure

7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.

**Through the study of Effects on the Body students will...**

10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow

**Through the study of Healthy Decisions students will...**

10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs.

## **Wellness curriculum specific to the 8<sup>th</sup> grade....**

**Through the study of Body Systems students will...**

1.9 Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, and adequate rest)

**Through the study of the Life Cycle students will**

1.1 Define genes and the concept of heredity

**Through the study of Fitness students will...**

2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness

**Through the study of Personal and Social Competency students will...**

2.15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed

**Through the study of Improving Nutrition students will...**

3.11 Analyze dietary intake and eating patterns

## **Wellness curriculum specific to the 8<sup>th</sup> grade continued...**

### **Through the study of Social Influences students will...**

3.13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders

### **Through the study of Wellness students will...**

4.6 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior

4.7 Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions Students discuss consequences around sexuality decisions. Determine and role-play steps that improve decision-making (such as with whom to consult, information overlooked)

4.9 Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented

### **Through the study of Identity students will...**

5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem

### **Through the study of Decision Making students will...**

5.10 Describe the contribution of a personal support system to good mental health

### **Through the study of Decision Making students will...**

6.6 Explain the family life cycle and recognize that raising a child is one of the most important functions of a family

### **Through the study of Supports students will...**

6.8 Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influences.

### **Through the study of Romantic Relationships students will...**

7.8: Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct.

7.9 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior

### **Through the study of Healthy Decisions students will...**

10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs

10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers.