

P.E.H.W. Overview:

The purpose of Newton Public Schools Physical Education, Health, and Wellness Department is to nurture and implement an overall wellness approach. The department's mission is to provide the school community with a comprehensive, inclusive, and equitable education encompassing physical and health literacy, social-emotional intelligence, and self-efficacy skills to lead health-promoting lives. The goal is for students to find joy in movement and get inspired to be physically active. The P.E.H.W. curriculum seeks to equip students with the knowledge and abilities necessary for making informed decisions about their well-being and their impact on community and global wellness.

[MA PEHW Framework](#)

9th Grade Students

Course	Description	Learning Targets
Sexuality & Health	This course is designed to help ninth-grade students explore sexuality and health topics important to teens. Using a skills-based approach, students will have opportunities to improve the following skills: communication, decision-making, analyzing influences, accessing information, and advocacy. Topics may include healthy relationships, LGBTQ+ topics, consent, substance prevention (alcohol, nicotine, and other drugs), refusal skills, ways to reduce the risk of pregnancy and sexually transmitted infections, and other relevant topics in an open and supportive	By the end of the term students will be able to: <i>Skill: Interpersonal communication (Healthy Relationships)</i> <ul style="list-style-type: none">● Demonstrate how to communicate what you want and do not want in a relationship. [4.12.2]● Be able to demonstrate how to effectively read, hear, interpret, and respect what another person is communicating. [4.12.1]● Identify the characteristics of relationships that

	environment.	<p>are healthy, unhealthy, or abusive. [4.12.1]</p> <p><i>Skill Accessing Valid Information (LGBTQ+ Awareness)</i></p> <ul style="list-style-type: none"> ● Use resources from home, school, and community that provide valid health information. [3.12.2] <p><i>Skill: Analyzing Influences</i></p> <ul style="list-style-type: none"> ● Analyze how peers influence healthy and unhealthy behaviors. [2.8.3] ● Evaluate the effect of media on personal and family health. [2.12.5] ● Analyze how public health policies and government regulations can influence health promotion and disease prevention [2.12.10] <p><i>Skill: Decision Making (STIs and Pregnancy Prevention)</i></p> <ul style="list-style-type: none"> ● Predict the potential short-term and long-term impact of each alternative on self and others [5.12.5] ● Defend the healthy choice when making decisions
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		<p>[5.12.6]</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of health-related decisions. <p>[5.12.7]</p> <p><i>Skill: Advocacy</i></p> <ul style="list-style-type: none"> • Demonstrate how to influence and support others to make positive health choices. <p>[8.12.2]</p> <ul style="list-style-type: none"> • Adapt health messages and communication techniques to a specific target audience. <p>[8.12.4]</p>
Foundations of PEHW	<p>This ninth-grade program is designed to give the students the background knowledge and skills for entering into the elective program their sophomore, junior, and senior years. The course consists of the following units: Wellness Concepts, Introduction to Health Fitness Concepts, Emergency Skills, and Aquatics Safety</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Assess health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, intellectual, occupational, spiritual, environmental, social). <i>[12.2.4.MH]</i> • Investigate relationships among different types of physical skills and activities with personal interest, social interaction, and self-expression and enjoyment and

		<p>impacts on fitness, and multiple dimensions of health. <i>[12.2.5.PF]</i></p> <ul style="list-style-type: none"> • Demonstrate appropriate techniques to support flexibility, cardiovascular health, muscular strength and endurance, and skill-related fitness training <i>[12.4.4.PF]</i> • Apply the terminology associated with exercise and participation in a variety of lifetime recreational physical activities. <i>[12.4.7.PF]</i>
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10-12th Elective Courses

Course	Description	Learning Targets
Personal Fitness	<p>The student will gain an understanding of their personal fitness levels and needs through discussion and practice of health related fitness components: Cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility. Activities will mainly take</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Determine a variety of physical activities that can be implemented independently or with minimal support for

	<p>place in the fitness center and may include outdoor activities, resistance training, circuit training, core strengthening, pilates, basic anatomy and physiology, and fitness games. Nutrition may be addressed.</p>	<p>personal enjoyment or challenge, or to maintain or improve fitness. <i>[12.2.7-PF]</i></p> <ul style="list-style-type: none"> ● Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress. <i>[12.2.8-PF]</i> ● Apply various methods for monitoring and adjusting workout intensity to meet goals and heart-rate targets (e.g., calculating heart rate by taking their pulse or wearable monitors, determining intensity using the rate of perceived exertion [RPE] scale). <i>[12.2.6-PF]</i> ● Demonstrate appropriate techniques to support flexibility, cardiovascular health, muscular strength and endurance, and skill-related fitness training. <i>[12.4.5-PF]</i>
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Stress Management	<p>Learn how to enhance your mental, emotional, spiritual, and physical health and wellness. Students will try and reflect on a variety of stress management techniques which may include meditation, mindfulness, yoga, sleep hygiene, breathing techniques, and time management. Students will also have the opportunity to work on goal setting and learn about mental health illnesses.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Apply coping and stress management techniques to manage a variety of stressors (i.e., school, personal life, relationships) and create a long-term plan for stress management. <i>[12.2.2-MH]</i> • Discuss a variety of supports available at home, school, and community for maintaining or enhancing mental and emotional health. <i>[12.6.1-MH]</i> • Apply strategies to appropriately respond using different levels of emotions in routine interactions. <i>[12.2.1-MH]</i>
Personal and Group Awareness	<p>Students take an individual and group approach to problem-solving which requires students to address leadership, decision-making, commitment, fear, risk-taking, stress, and compassion. Social and emotional learning will be at the center of the class</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to work cooperatively to problem solve/make decisions on how to proceed in physically challenging

	<p>objectives. These activities help to build self-confidence, self-esteem, group support, initiative, and responsibility. This course may include high-rope elements.</p>	<p>situations. [12.1.5-PF]</p> <ul style="list-style-type: none"> • Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. [12.3.8-HR] • Analyze sources of conflict within teams and groups and articulate strategies to address conflict and minimize the opportunity for conflict to arise. [12.3.3-PF] • Recognize personal assets and demonstrate strategies that support growth mindset related to personal abilities to succeed, grow, and persist through physical activity challenges. [12.5.3-PF]
Get Fit	<p>This group exercise class will discuss the five components of physical fitness: body composition, flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance. The course will include a variety of fitness</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Assess personal strengths and interests and how they influence engagement in physical activity. [12.2.1-PF]

	<p>activities such as body weight exercises, circuit training, yoga, walking, jogging, and core strengthening. Classes consist of a warm-up, muscle conditioning exercises, and stretching. Nutrition concepts may also be discussed.</p>	<ul style="list-style-type: none"> ● Investigate relationships among different types of physical skills and activities with personal interest, social interaction, and self-expression and enjoyment and impacts on fitness, nutrition, and multiple dimensions of health.<i>[12.2.5-PF]</i> ● Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress.<i>[12.2.8-PF]</i> ● Demonstrate appropriate techniques to support flexibility, cardiovascular health, muscular strength and endurance, and skill-related fitness training.<i>[12.4.4-PF]</i>
Intro to Rock Climbing	<p>This class will focus on the fundamentals of rock climbing. Students will be instructed in knot tying, belaying, rappelling, and basic movement and climbing techniques. Students will also</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> ● Use communication skills (including encouraging and supporting

	<p>participate in strength training activities to better meet their rock climbing needs.</p>	<p>others) that promote team and group cooperation. [12.3.9-PF]</p> <ul style="list-style-type: none"> • Apply the terminology associated with exercise and participation in a variety of lifetime recreational physical activities. [12.4.7-PF] • Recognize personal assets and demonstrate strategies that support growth mindset related to personal abilities to succeed, grow, and persist through physical activity challenges. [12.5.3-PF]
Health Trends	<p>The course will explore the latest health issues facing teenagers. Each term there will be a strong focus on healthy coping skills, mental health, and substance use prevention. Additional topics could include LGBTQ+ topics, nutrition, body image, healthy relationships, relationship abuse, reproductive health, and other relevant topics. By using a skills-based approach, students will</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Set a goal, create a plan, monitor progress, and celebrate success for plans that maximize efficiency and minimize stress. [12.2.5-M] • Employ self-management skills to act on health-promoting

	<p>select research topics and prepare and present information/activities to their peers. When relevant, experts on various topics will be invited to speak with the class.</p>	<p>decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana). [12.1.4-SU]</p> <ul style="list-style-type: none"> Analyze programs, policies, and strategies to reduce and eliminate health inequities and disparities. [12.7. 2 -CE]
Aquatic Instruction	<p>This course is designed for the student who wishes to improve their swimming skills. The course includes swim instruction at the individual level from beginner to advanced. No prior swimming experience is necessary.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement. [12.3.6-MH] Demonstrate movement sequences based on the movement framework (body, space, effort, time, and relationships). [12.4.3-PF] Analyze performance and select appropriate modifications to

		<p>movement concepts and biomechanical principles (e.g., force, motion, rotation) that improve performance of self or others in a selected skill and during game play. <i>[12.4.6-PF]</i></p>
Water Games	<p>This course is designed for the student who is comfortable in an aquatic environment. Water games may include the basics of water sports such as navy ball, water polo, volleyball, basketball, Ultimate Frisbee, and stickball. Students will have the opportunity to create their own games. Survival aquatics skills will also be discussed.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement. <i>[12.3.6-MH]</i> • Demonstrate movement sequences based on the movement framework (body, space, effort, time, and relationships). <i>[12.4.3-PF]</i> • Demonstrate activity-specific movement skills in a variety of lifetime recreational physical activities and health-related

		<p>fitness activities (e.g., strength, cardiovascular, functional). <i>[12.4.1-PF]</i></p>
AM Lifeguarding	<p>Lifeguard candidates learn the skills and knowledge needed to prevent and respond to aquatic emergencies. CPR for the professional rescuer, First Aid, and AED instruction are also included. There is an online component to this course. Upon successful completion of Red Cross requirements, ARC, LGT & CPR-PR certification will be awarded. This is an intensive course. The student may not miss any section of the course. A full commitment is REQUIRED.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs). <i>[12.2.6-PS]</i> • Demonstrate movement sequences based on the movement framework (body, space, effort, time, and relationships). <i>[12.4.3-PF]</i> • Demonstrate proper and effective technique as it relates to CPR and AED use. <i>[12.7.5-CE]</i>
Global Games	<p>This course will explore a variety of games played around the world. Students will learn about the history and cultural aspects of the country from which a game originated, as well as instruction in techniques, rules, tactics/strategies. and competition.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Design strategies and tactics to elicit a higher level of performance during a variety of sports, athletic, or physical

	<p>Games may include: Da Ga, Buroinjin, Gulli Danda, Ga Ga.</p>	<p>activities. [12.4.6-PF]</p> <ul style="list-style-type: none"> ● Apply strategies that support a growth mindset including in challenging settings. [12.2.6-MH] ● Respect others' ideas, cultural norms, and abilities during cooperative and collaborative movement or team projects that contribute to positive social interaction in movement. [12.3.6-PF]
Unified Fitness	<p>Extending the concept of our Unified sports program, Unified Fitness provides inclusion opportunities through shared fitness experiences for students with and without intellectual disabilities. A core belief of this course is that training together and playing together is a quick path to friendship and understanding, providing lasting benefits for all students. Students will be exposed to a variety of forms of non-contact fitness activities in order to explore</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> ● Contribute to the creation of inclusive physical activity environments by respecting and considering others' ideas, emotions, perspectives, cultural backgrounds, and physical abilities while participating in group or

	<p>the many physical, mental, and emotional health benefits experienced through movement.</p>	<p>collaborative physical activities [12.3.8-PF]</p> <ul style="list-style-type: none"> Analyze behaviors, policies and practices in the school community that promote dignity and respect and reduce stigma for all individuals. [12.5.7-CE] Set personal short- and long-term mental and emotional health-related goals and create and execute a plan for monitoring progress. [12.2.7-MH] Determine a variety of physical activities that can be implemented independently or with minimal support for the purposes of personal enjoyment or challenge, or to maintain or improve fitness. [12.2.7-PF]
Unified Teaming Through Sports	<p>Extending the concept of our Unified sports program, Unified Teaming Through Sports provides inclusion opportunities through shared training for students with and without</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> Evaluate the opportunity for social interaction and social support in a

	<p>intellectual disabilities. A core belief of this course is that training together and playing together is a quick path to friendship and understanding, providing lasting benefits for all students. In this class, students will explore teaming concepts of leadership, cooperation, and adaptability. Concepts are taught through activities such as basketball, floor hockey, bowling, and volleyball.</p>	<p>variety of physical activities in and out of school. [12.3.7-PF]</p> <ul style="list-style-type: none"> • Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity. [12.3.2-PF] • Analyze behaviors, policies and practices in the school community that promote dignity and respect and reduce stigma for all individuals. [12.5.7-CE] • Demonstrate the ability to work cooperatively to problem solve/make decisions on how to proceed in physically challenging situations. [12.1.5-PF]
Dance in Action	<p>This class is for beginning to advanced students – no experience is necessary. This student-centered class will explore many different styles of dance which may include hip hop, ballroom, swing, ballet, line, global dance, tap, as well as other</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate empathy (e.g., active listening, withholding judgment, compassion) toward others. [12.3.8-HR]

	<p>forms. The class will have the opportunity to create original choreography and perform in an informal presentation at the end of the quarter.</p>	<ul style="list-style-type: none"> ● Identify and discuss the historical and cultural roles of games, sports, and dance in a society. <i>[12.5.4-PF]</i> ● Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity. <i>[12.3.2-PF]</i>
Lifetime Activities	<p>This course provides diverse offerings to meet the individual needs of all students and to develop competency in individual and dual activities. Improved fitness and healthy lifelong habits are goals through a variety of activities. Activities may include golf, spike ball, pickleball, tennis, badminton, and fitness walking. Students may have the opportunity to create their own unique games.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> ● Design strategies and tactics to elicit a higher level of performance during a variety of sports, athletic, or physical activities. <i>[12.4.6-PF]</i> ● Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person's lifespan. <i>[12.2.2-PF]</i> ● Apply strategies that support a growth mindset including in challenging settings. <i>[12.2.6-MH]</i>

Career Wellness	<p>Learn how to enhance your health and sense of well-being while preparing to enter the workplace. American Red Cross CPR/AED-Adult and First Aid certification will be offered. Other activities may include stress management, addressing community health concerns, and personal wellness.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement.<i>[12.3.6.-PS]</i> • Demonstrate proficiency in Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs).<i>[12.2.6-PS]</i> • Demonstrate proper and effective technique as it relates to CPR and AED use. <i>[12.7.5-CE]</i>
Methods and Issues in Coaching	<p>Students will examine the role and responsibilities of a coach. Topics addressed may include qualities of an effective leader, moral and ethical issues in sport, the role of a coach, race and sport, Title IX, facility preparation, and how to design and run an effective practice. Students are encouraged to coach within the community to implement strategies that address coaching challenges discussed in class.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships. <i>[12.1.7-HR]</i> • Analyze the role of individual versus

		<p>shared responsibility in building and maintaining healthy relationships. <i>[12.1.3-HR]</i></p> <ul style="list-style-type: none"> • Modify group activities or behaviors to accommodate individuals with lesser or greater skills or specific needs. <i>[12.1.3-PF]</i>
Teaming Through Sports	<p>The main focus of this class is understanding the teaming concepts of leadership, cooperation, and adaptability. Concepts are taught through activities which may include futsal, korfbal, team handball, fistball, and volleyball. Students may also learn coaching techniques, sports management, and officiating.</p>	<p>By the end of the term students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to work cooperatively to problem solve/make decisions on how to proceed in physically challenging situations. <i>[12.1.5-PF]</i> • Employ effective self-management skills to analyze and overcome personal barriers and appropriately modify physical activity patterns to maintain or enhance health. <i>[12.2.3-PF]</i> • Explain why it is harmful to disrespect others who have differing views and beliefs and demonstrate positive

		<p>ways to express understanding of differing perspectives. <i>[12.3.1-HR]</i></p> <ul style="list-style-type: none">• Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. <i>[12.3.8-HR]</i>
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