

**West Linn-Wilsonville School District  
Middle (Grades 6-8) Wellness (Health & Physical Education)  
Framework for Planning Instruction**

<b>Curriculum Foundations</b>		
<b><u>Important Ideas &amp; Understandings</u></b>	<b><u>Significant Content Strands</u></b>	<b><u>Significant Skills to be Learned &amp; Practiced</u></b>
<ul style="list-style-type: none"> <li>• Individual responsibility to make healthy decisions and take healthy actions on matters concerning personal, family, and community health</li> <li>• Development of health literacy skills (obtain, interpret, and understand basic health information and services)</li> <li>• Long-term benefits of an active and healthy life</li> </ul>	<ul style="list-style-type: none"> <li>• Health Skills               <ul style="list-style-type: none"> <li>➤ Alcohol, Tobacco, &amp; Other Drug Use Prevention</li> <li>➤ Prevention &amp; Control of Disease</li> <li>➤ Promotion of Healthy Eating</li> <li>➤ Promotion of Mental, Social, &amp; Emotional Health</li> <li>➤ Promotion of Sexual Health</li> <li>➤ Unintentional Injury Prevention</li> <li>➤ Violence &amp; Suicide Prevention</li> </ul> </li> <li>• Physical Activity               <ul style="list-style-type: none"> <li>➤ Expressive &amp; Efficient Moving</li> <li>➤ Lifetime Fitness</li> <li>➤ Self-Management &amp; Social Behavior</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Research &amp; Inquiry</li> <li>• Writing &amp; Speaking</li> <li>• Problem Solving &amp; Decision Making</li> <li>• Self-Discipline &amp; Self-Control</li> <li>• Teamwork &amp; Cooperation</li> <li>• Motor Skills Development</li> <li>• Assessment</li> </ul>

**West Linn-Wilsonville School District  
Middle School Wellness  
Framework for Planning Instruction**

**Sixth Grade**

<b><u>Strands</u></b>	<b><u>Essential Learning/Questions</u></b>	<b><u>Topics/Contexts for Learning</u></b>	<b><u>Possible Learning Activities</u></b>	<b><u>Assessment / Demonstrated Learning</u></b>
Alcohol, Tobacco, & Other Drug (Marijuana) Use Prevention	<ul style="list-style-type: none"> <li>• What are the physical, mental, and social effects of alcohol, tobacco, and other drug use?</li> </ul>	<ul style="list-style-type: none"> <li>• Long/short term effects of substance use on self and others</li> <li>• Substance use, misuse, and abuse</li> <li>• Refusal skills</li> </ul>	<p><b><i>Tobacco</i></b></p> <ul style="list-style-type: none"> <li>• Smoke Machine</li> <li>• <b><i>PBS Kids</i></b> lesson plan</li> <li>• Students locate / research various statistics after reviewing basic information</li> </ul> <p><b><i>Alcohol</i></b></p> <ul style="list-style-type: none"> <li>• Alcohol goggles</li> <li>• Bob Carlson/OHSU PowerPoint on effects of alcohol on body</li> <li>• Stations – effects on body, what the law says, various activities</li> </ul>	<ul style="list-style-type: none"> <li>• Public Service Announcement (PSA) – <i>How is it affecting their choices?</i></li> <li>• Anti-Substance brochure</li> <li>• Anti-Smoking advertisement</li> <li>• Anti-Smoking T-Shirt</li> </ul>
Prevention & Control of Disease	<ul style="list-style-type: none"> <li>• What is a communicable disease and what is a non-communicable disease?</li> <li>• What are the effects of disease on the individual, the family, and the community?</li> </ul>	<ul style="list-style-type: none"> <li>• Methods by which diseases spread</li> <li>• Personal health care practices to prevent or control the spread of disease</li> </ul>	<ul style="list-style-type: none"> <li>• Digital curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Bookmark</li> </ul>

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Promotion of Healthy Eating	<ul style="list-style-type: none"> <li>• What information is needed to make daily healthy food choices?</li> </ul>	<ul style="list-style-type: none"> <li>• Food attributes (nutrients, calories, serving sizes, etc.)</li> <li>• “Good” versus “bad” food</li> <li>• <b><i>My Food Pyramid</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Food pyramid research</li> <li>• Nutrient jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• 3 meals on a paper plate</li> <li>• Healthy Cookbook</li> </ul>
Promotion of Mental, Social, & Emotional Health	<ul style="list-style-type: none"> <li>• How are good wellness choices / decisions made?</li> <li>• What is well being (mental, emotional, and social wellness)?</li> <li>• What are socially acceptable behaviors?</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness triangle (include self-awareness and individual needs)</li> <li>• Relationships (types, responsibilities)</li> <li>• Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Self assessment quiz</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Making good choices poster</li> </ul>
Promotion of Sexual Health	<ul style="list-style-type: none"> <li>• What are the stages of human growth and development?</li> </ul>	<ul style="list-style-type: none"> <li>• Taking care of your body during adolescence - personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor chats</li> <li>• Digital curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Journaling</li> <li>• Magazine advertisement</li> </ul>
Unintentional Injury Prevention	<ul style="list-style-type: none"> <li>• How does personal behavior affect the safety of self and others?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal identification and emergency contact information</li> <li>• School safety rules</li> <li>• Relevant community safety laws</li> <li>• Safe practices for Internet use</li> </ul>	<ul style="list-style-type: none"> <li>• TVFR / water safety / marine patrol presentations</li> </ul>	<ul style="list-style-type: none"> <li>• ID cards</li> <li>• Design fire route</li> </ul>

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Expressive & Efficient Movement	<ul style="list-style-type: none"> <li>• How are basic motor skills developed and accomplished efficiently?</li> </ul>	<ul style="list-style-type: none"> <li>• Activities incorporating basic motor skills (running, jumping rope, skipping, galloping, hopping, throwing, catching, kicking, punting, striking an object, moving rhythmically)</li> <li>• Analyzing and improving movement form</li> </ul>	<ul style="list-style-type: none"> <li>• Skill practice:               <ul style="list-style-type: none"> <li>- Circuits</li> <li>- Relays</li> <li>- Stations</li> <li>- Warm-ups</li> </ul> </li> <li>• Basic game play that incorporates catching, throwing, kicking, striking activities</li> <li>• Dance/Acrosport/Tumbling</li> </ul>	<ul style="list-style-type: none"> <li>• Videotape and evaluate form</li> <li>• Peer assessment</li> <li>• Self assessment</li> </ul>
Lifetime Fitness	<ul style="list-style-type: none"> <li>• What does it mean to be “physically fit”?</li> <li>• How does one become a self-disciplined person who engages in a physically active lifestyle?</li> <li>• How does one use performance technology (as related to physical activity)?</li> </ul>	<ul style="list-style-type: none"> <li>• Components of fitness – muscular strength, endurance, flexibility</li> <li>• Identifying physical activities for lifetime participation and enjoyment</li> <li>• Understanding physical fitness components and benefits in daily physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness vocabulary               <ul style="list-style-type: none"> <li>- FITT principles</li> <li>- Health related fitness components</li> <li>- Skill related fitness components</li> </ul> </li> <li>• Pedometer activity</li> </ul>	<ul style="list-style-type: none"> <li>• Personal assessments</li> <li>• Daily assessments</li> </ul>
Self-Management & Social Behavior	<ul style="list-style-type: none"> <li>• What is appropriate and positive behavior when participating in physical activities with others of differing backgrounds (e.g., gender, ethnicity, physical ability)?</li> </ul>	<ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Fair play</li> <li>• Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self assessment activities:               <ul style="list-style-type: none"> <li>- Pedometers</li> <li>- Behavior sheets</li> <li>- Personal responsibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Self assessment</li> </ul>

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**Seventh Grade**

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Alcohol, Tobacco, & Other Drug Use Prevention	<ul style="list-style-type: none"> <li>• What are the physical, mental, and social effects of alcohol, tobacco, and other drug use?</li> <li>• How does the media influence alcohol and tobacco use?</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of alcohol and drug use on body development</li> <li>• Serious health risks resulting from substance use</li> <li>• The impacts of tobacco use on the economy/environment</li> <li>• Tobacco use – question of whether it should be legal or illegal</li> <li>• Activities that facilitate/encourage substance non-use (being “drug free”)</li> <li>• Media influence on substance use</li> </ul>	<p><b><i>Alcohol</i></b></p> <ul style="list-style-type: none"> <li>• Video w/ reflection</li> <li>• Alka pops</li> <li>• OHSU diseased brain/liver/lung</li> </ul> <p><b><i>Tobacco</i></b></p> <ul style="list-style-type: none"> <li>• Tobacco research / debate</li> <li>• Impact of media - tobacco</li> </ul> <p><b><i>Drugs</i></b></p> <ul style="list-style-type: none"> <li>• Systems map</li> </ul>	<ul style="list-style-type: none"> <li>• Drug presentation</li> <li>• PSA</li> </ul>
Prevention & Control of Disease	<ul style="list-style-type: none"> <li>• What are genetic diseases?</li> <li>• What are lifestyle diseases?</li> <li>• What are the effects of disease on the individual, the family, and the community?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal risk for disease based on family history</li> <li>• Life style choices and relationships to disease</li> </ul>	<ul style="list-style-type: none"> <li>• Webquest on various diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Family tree of disease</li> <li>• Personal projection of disease</li> </ul>

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Promotion of Healthy Eating	<ul style="list-style-type: none"> <li>• What information is needed to make daily healthy food choices?</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of food choices on the human body</li> <li>• Personal food choices based on an understanding of food labels</li> <li>• Healthy choices when eating out</li> </ul>	<ul style="list-style-type: none"> <li>• Food labels / serving size</li> <li>• <b>Supersize Me</b> curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Food label comparison</li> <li>• Fast food restaurant analysis</li> </ul>
Promotion of Mental, Social, & Emotional Health	<ul style="list-style-type: none"> <li>• What is well being (mental, emotional, and social wellness)?</li> <li>• How are good wellness choices/decisions made?</li> </ul>	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Stress factors (time management, relationships)</li> <li>• Media influence on personal choices</li> </ul>	<ul style="list-style-type: none"> <li>• Overall wellness analysis</li> <li>• Decision making movie</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Wellness brochure</li> <li>• Daily schedules and organization of items</li> </ul>
Promotion of Sexual Health	<ul style="list-style-type: none"> <li>• What are the stages of human growth and development?</li> <li>• What is appropriate behavior in relationships?</li> </ul>	<ul style="list-style-type: none"> <li>• Body changes (hormonal/physical) during adolescence – differences/similarities between sexes</li> <li>• Changes in emotions and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Round table discussion about changes in both sexes (<i>boys/girls split up meet w/ school nurse or counselor</i>)</li> <li>• Include refusal skills / making good decisions in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Journaling</li> </ul>
Unintentional Injury Prevention	<ul style="list-style-type: none"> <li>• How does personal behavior affect the safety of self and others?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal identification and emergency contact information</li> <li>• School safety rules</li> <li>• Relevant community safety laws</li> <li>• Safe practices for Internet use</li> </ul>	<ul style="list-style-type: none"> <li>• TVFR / water safety / marine patrol presentations</li> </ul>	<ul style="list-style-type: none"> <li>• ID cards update</li> </ul>

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Expressive & Efficient Movement	<ul style="list-style-type: none"> <li>• How are basic motor skills developed and accomplished efficiently?</li> </ul>	<ul style="list-style-type: none"> <li>• Activities incorporating basic motor skills (running, jumping rope, skipping, galloping, hopping, throwing, catching, kicking, punting, striking an object, moving rhythmically)</li> <li>• Analyzing and improving movement form</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with skill development</li> <li>• Learning to make appropriate choices about skill level / game play</li> <li>• Team / group activities – how to work with others, develop strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Videotaping</li> <li>• Skill assessment tasks</li> <li>• Peer/team/game play assessment</li> </ul>
Lifetime Fitness	<ul style="list-style-type: none"> <li>• What does it mean to be “physically fit”?</li> <li>• How does one become a self-disciplined person who engages in a physically active lifestyle?</li> <li>• How does one use performance technology (as related to physical activity)?</li> </ul>	<ul style="list-style-type: none"> <li>• Components of fitness – muscular strength, endurance, flexibility</li> <li>• Identifying physical activities for lifetime participation and enjoyment</li> <li>• Understanding physical fitness components and benefits in daily physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness vocabulary</li> <li>• Fitness testing</li> <li>• Various fitness methods</li> <li>• Heart rate monitor activity</li> </ul>	<ul style="list-style-type: none"> <li>• Personal assessments</li> <li>• Daily assessments</li> </ul>
Self-Management & Social Behavior	<ul style="list-style-type: none"> <li>• What is appropriate and positive behavior when participating in physical activities with others of differing backgrounds (e.g., gender, ethnicity, physical ability)?</li> </ul>	<ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Fair play</li> <li>• Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self assessment activities               <ul style="list-style-type: none"> <li>– Heart rate monitors</li> <li>– Behavior reflections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Self assessment</li> </ul>

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**Eighth Grade**

<b><u>Strands</u></b>	<b><u>Essential Learning/Questions</u></b>	<b><u>Topics/Contexts for Learning</u></b>	<b><u>Learning Activities</u></b>	<b><u>Assessment / Demonstrated Learning</u></b>
Promotion of Mental, Social, & Emotional Health  Violence & Suicide Prevention	<ul style="list-style-type: none"> <li>• What is well being (mental, emotional, and social wellness)?</li> <li>• How are good wellness choices/decisions made?</li> </ul>	<ul style="list-style-type: none"> <li>• Facets of mental health – range of emotions, moods, warning signs, self-awareness</li> <li>• Community resources – how and when to access</li> <li>• Impact of social groups on relationships and the individual</li> </ul>	<ul style="list-style-type: none"> <li>• Overall wellness analysis</li> <li>• Suicide discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Suicide Brochure</li> </ul>
Promotion of Healthy Eating	<ul style="list-style-type: none"> <li>• What information is needed to make daily healthy food choices?</li> <li>• How does the media influence our perception of health and eating?</li> </ul>	<ul style="list-style-type: none"> <li>• Eating and self-image</li> <li>• Eating disorders</li> <li>• Popular diet trends (benefits/detriments)</li> <li>• Eating for lifestyle choices and individual life circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Jigsaw on overeating, bulimia, anorexia</li> <li>• <b><i>Dying to be Thin</i></b> movie</li> <li>• Research nutrition topic of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Positive self-image project</li> <li>• Nutrition project</li> <li>• Magazine project – media influence on eating disorders</li> </ul>
Prevention & Control of Disease	<ul style="list-style-type: none"> <li>• What are the effects of disease on the individual, the family, and the community (local and global)?</li> </ul>	<ul style="list-style-type: none"> <li>• World Communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Research various diseases and world stats.</li> <li>• Digital Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Cartoon</li> </ul>

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Alcohol, Tobacco, & Other Drug Use Prevention	<ul style="list-style-type: none"> <li>• What are the physical, mental, and social behaviors resulting from alcohol, tobacco, and other drug use?</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of drug use on behavior (from personal and social perspectives)</li> <li>• Serious health risks resulting from substance use</li> <li>• Addiction and sources of help</li> <li>• Substance accessibility and making appropriate choices</li> <li>• Current issues around substance use</li> </ul>	<ul style="list-style-type: none"> <li>• Jill Ripple...Oregon Partnerships...group discussion (drugs)</li> <li>• Survey...classmates ideas about alcohol</li> <li>• OHSU PowerPoint relating weight/gender to alcohol consumption &amp; processing by the body</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol survey of classmates</li> </ul>
Promotion of Sexual Health	<ul style="list-style-type: none"> <li>• What is appropriate behavior in relationships?</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings around gender relationships</li> <li>• Potential consequences of sexual relationship decisions</li> <li>• STD's, HIV, AIDS, hepatitis</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with counselor</li> </ul>	<ul style="list-style-type: none"> <li>• AIDS quilt</li> </ul>
Unintentional Injury Prevention	<ul style="list-style-type: none"> <li>• How does personal behavior affect the safety of self and others?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal identification and emergency contact information</li> <li>• School safety rules</li> <li>• Relevant community safety laws</li> <li>• Safe practices for Internet use</li> </ul>	<ul style="list-style-type: none"> <li>• TVFR / water safety / marine patrol presentations</li> </ul>	<ul style="list-style-type: none"> <li>• ID cards update</li> </ul>

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Expressive & Efficient Movement	<ul style="list-style-type: none"> <li>• How are basic motor skills developed and accomplished efficiently?</li> </ul>	<ul style="list-style-type: none"> <li>• Activities incorporating basic motor skills (running, jumping rope, skipping, galloping, hopping, throwing, catching, kicking, punting, striking an object, moving rhythmically)</li> <li>• Analyzing and improving movement form</li> </ul>	<ul style="list-style-type: none"> <li>• Design a game               <ul style="list-style-type: none"> <li>- Objectives / skills</li> <li>- Equipment</li> <li>- Rules / strategies</li> <li>- Modifications</li> </ul> </li> <li>• Personal Activity Choices               <ul style="list-style-type: none"> <li>- Team (ad. ed., large group activities)</li> <li>- Individual (at own level)</li> </ul> </li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Skill assessment tasks</li> <li>• Peer/team/game play assessment</li> </ul>
Lifetime Fitness	<ul style="list-style-type: none"> <li>• What does it mean to be “physically fit”?</li> <li>• How does one become a self-disciplined person who engages in a physically active lifestyle?</li> <li>• How does one use performance technology (as related to physical activity)?</li> </ul>	<ul style="list-style-type: none"> <li>• Components of fitness – muscular strength, endurance, flexibility</li> <li>• Identifying physical activities for lifetime participation and enjoyment</li> <li>• Understanding physical fitness components and benefits in daily physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Fitness Plan               <ul style="list-style-type: none"> <li>- Fitness testing</li> <li>- Fitness goals</li> <li>- Fitness logs</li> <li>- Outside of school activity log?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Personal assessments</li> <li>• Daily assessments</li> </ul>
Self Management & Social Behavior	<ul style="list-style-type: none"> <li>• What is appropriate and positive behavior when participating in physical activities with others of differing backgrounds (e.g., gender, ethnicity, physical ability)?</li> </ul>	<ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Fair play</li> <li>• Self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Self assessment activities               <ul style="list-style-type: none"> <li>- Daily fitness logs</li> <li>- Heart rate monitors</li> <li>- Behavior reflections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Self assessments</li> </ul>