

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Park County School District # 1

Program Name	Park #1 Online	Content Area	Physical Education and Health
Course ID	OL2720	Grade Level	6th-8th
Course Name	Health	# of Credits	0.5
SCED Code	08079G0.5011	Curriculum Type	Physical Education and Health

### COURSE DESCRIPTION

*The Powell Middle School Health Education curriculum provides its students with exposure to various topics, materials and discussions. Students will use this tool to obtain personal knowledge, skills and positive attitudes which are essential while making healthy choices throughout their lifetime. The curriculum will include nutrition & the benefits to physical activity, four major body systems, drug and alcohol education, & adolescent sexuality.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
<b>1. HEATH INFORMATION, PRODUCTS AND RESOURCES</b>	
HE8.1.1	Demonstrate the ability to located appropriate health resources at school or in the community that help enhance health.
HE8.1.2	Demonstrate the ability to locate appropriate health resources at school or in the community that help reduce health risks.
HE8.1.3	Analyze situations or conditions to determine when health services are needed (e.g., Distinguish when symptoms warrant a visit to the doctor versus taking over the counter medication.).
HE8.1.4	Explain criteria for determining validity of health information.
HE8.1.5	Analyze health information for characteristics of validity (e.g. compare and contrast currency of info in different health articles on ATOD, Violence or mental/emotion health).
HE8.1.6	Analyze characteristics of products and how they enhance health or reduce health risks (e.g., compare products).
<b>2. PROBLEM SOLVING AND DECISION MAKING</b>	
HE8.2.1	Distinguish when individual or collaborative decision-making is appropriate.
HE.8.2.2	Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.).
HE8.2.3	Apply a systematic decision making process that includes analysis of consequences to enhance health (e.g., impact of decision on self, on others).
HE8.2.4	Apply a systematic decision-making process that includes analysis of consequences to reduce or avoid health risks.

HE8.2.5	Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.).	
HE8.2.6	Apply a systematic process to examine non-familiar health-related issues or problems (e.g., identify problem, collect information, analyze data, draw conclusions, make recommendations).	
<b>3. EFFECTIVE COMMUNICATION</b>		
HE8.3.1	Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes of enhancing health (e.g., to inform, to persuade or advocate, to instruct).	
HE8.3.2	Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct).	
HE8.3.3	Demonstrate the ability to apply effective refusal and conflict resolution skills to avoid risky situations.	
HE8.3.4	Analyze characteristics of and demonstrate the ability to use effective listening to decipher meaning from a health message (e.g., listen for details, listen for specific information, identify emotions, listen for opinions, infer meaning, etc.).	
<b>4. PERSONAL AND SOCIAL RESPONSIBILITY</b>		
HE8.4.1	Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.	
HE8.4.2	Analyze behaviors that avoid and reduce health risks, to self and others.	
HE8.4.3	Demonstrate an understanding of behaviors that prevent the spread of disease.	
HE8.4.4	Describe signs of stress and how stress can affect health status.	
HE8.4.5	Analyze age appropriate factors that create good stress and bad stress.	
HE8.4.6	Demonstrate the ability to apply strategies to manage bad stress and use good stress to motivate successful performance.	
HE8.4.7	Use criteria to set a short-term personal health goal and make a plan for achieving it.	
HE8.4.8	Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was achieved because it met all SMART criteria and my plan included activities for all weather conditions).	
HE8.4.9	Analyze the effects of taking action to oppose bullying based on individual and group differences.	
HE8.4.10	Describe various forms of bullying and the roles of all involved (aggressor, bystander, victim, etc.) in bullying situations.	
HE8.4.11	Describe the impact of bullying on physical health, mental and emotional health, and social health (e.g. depression, violence, avoidance, suicide, physical illness, etc.).	
<b>SCOPE AND SEQUENCE</b>		
<b>UNIT OUTLINE</b>	<b>STANDARD#</b>	<b>OUTCOMES</b>
	Nutrition	
M 1.6 Essential Nutrients	HE8.1.5	What is a whole vs. processed food?

M.1 Essential Nutrients	HE8.1.6	What are the roles of essential nutrients in the body?
M.2 Calorie Consumption and MyPlate Meal Plan	HE8.1.1	What is a well balanced meal plan?
	HE8.1.2	
	HE8.1.4	What valid resources allow me to design a meal plan?
	HE8.2.2	
M.3 Nutrition Facts	HE8.1.1	Determining whether a product is healthy or not?
	HE8.3.2	How to persuade or advocate for meal/drink choice?
M.4 Components of Exercise	HE8.4.1	What are choices of effective exercise meet your goal?
	HE8.4.6	What are the various benifites to exercise?
M.5 Weight Control, Eating Disorders and Getting Help	HE8.1.3	What is are various forms of eating disorders?
	HE8.2.1	How do peers and bystanders identify & support others in need?
	HE8.2.3	
	HE8.2.5	
	HE8.2.6	
	HE8.3.3	
M.6 Setting Goals for Future Plans	HE8.2.4	How do you generate and meet specific health goals?
	HE8.4.7	What affective factors support a healthy direction for meeting my personal goal?
	HE8.4.8	
Body Systems		
M.7 Skeletal System	HE8.1.1 HE8.1.2	What is the anatomy & function of our skeletal system?
M.8 Skeletal Injury and Prevention	HE8.1.3	How do you identify corrective skeletal health procedures?
M.9 Muscular System	HE8.1.1 HE8.1.2	What is the anatomy & function of our muscular System?
M.10 Muscular Injury	HE8.1.3	How do you identify corrective health procedures?
M.11 Digestive System	HE8.1.1	What is the anatomy & function of our Digestive system?
	HE8.1.2	
M.12 Central Nervous System	HE8.1.1	What is the anatomy & function of our CNS?
	HE8.1.2	
	HE8.1.3	How do you identify corrective CNS health procedures?
Drugs & Alcohol		
M.13 Alcohol Awareness	HE8.1.2	What is alcohol and how does it affect the CNS/body?
	HE8.3.3	What are short term affects of alcohol abuse?
	HE8.4.2	What are Long term affects of alcohol abuse?

	HE8.4.3 HE8.4.5	
M.14 Abuse and Misuse		What is the difference between abuse and misuse? How do can misues or abuse behaviors affect health?
M.15 Illegal or Hard Drugs	HE8.1.2 HE8.3.3 HE8.4.2 HE8.4.3 HE8.4.5	What are different forms and use of illegal drugs? What are short term affects and risk of illegal drug use? What are long term affects and risk of illegal drug use? What methods provide the best strategies to refuse or prevent illegal drug use?
Adolescent Sexuality		
M.16 Puberty and Relationships	HE8.3.3 HE8.4.2 HE8.4.4 HE8.4.5 HE8.4.7	Why does our body develop physically and emotionally at different times of our life? What is the developmental process in a healthy relationship?
M.17 Conception and Contraception	HE8.4.2 HE8.4.3	How do various STIs and STDs affect the body? What resources or actions assist with prevention?
M.18 Setting Boundaries, Defining Abuse and Getting Help	HE8.4.4 HE8.4.5 HE8.4.9 HE8.4.10 HE8.4.11	How do we set physical and emotional boundaries? What is is abusive behavior and/or action? What factors do we have control over, and how can we seek help?