

Wyoming Department of Education Required Virtual Education Course Syllabus

Park County School District # 16

Program Name	Park 16 Online	Content Area	Health and Physical Education
Course ID	119	Grade Level	9th - 12th
Course Name	Health	# of Credits	1
SCED Code	08051G1.0011	Curriculum Type	APEX Learning

COURSE DESCRIPTION

Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety.

Through use of accessible information, realistic interactivities, and project-based learning, students apply the skills they need to stay healthy. These skills include identifying and accessing valid health information, practicing self-management, identifying internal and external influences, communicating effectively, making healthy decisions, setting goals, and advocating. Students who complete Health build the skills they need to protect, enhance, and promote their own health and the health of others.

This course is built to the National Health Standards (SHAPE) and is aligned to state standards.

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
HE12.1.1	Locate and evaluate appropriate resources at school, in the community and beyond that help to enhance health (e.g., human resources, printed and electronic resources, equipment and facilitates, etc.). PA, PH, ME
HE12.1.2	Locate and evaluate appropriate resources at school, in the community and beyond that help to reduce health risks. (e.g., human resources, printed and electronic resources, equipment and facilitates, etc.). ATOD, SEXUALITY, PH
HE12.1.3	Use criteria to evaluate the validity of health information from a variety of sources (e.g., written, verbal, visual, electronic, etc.). ATOD, SEXUALITY, NUT
HE12.1.4	Use criteria to evaluate products that can enhance health and reduce health risks (e.g., Examine carefully performance supplements and make a judgment about the short and long term impact on an adolescent's health.). NUT, PA, ATOD
HE12.2.1	Analyze the types of decisions that would be appropriate for a specific health related situation (e.g., 1-step/automatic process appropriate for emergency, 5- step process appropriate for long-term decision). ATOD, SEXUALITY, IP/S
HE12.2.2	Apply a systematic decision making process that includes evaluation of consequences to enhance health (e.g., impact of decision on self, on others). SEXUALITY, IP/S, CEH
HE12.2.3	Apply a systematic decision making process that includes evaluation of consequences to reduce or avoid health risks. ATOD, SEXUALITY, IP/S
HE12.2.4	Evaluate how peers, culture, media and technology influence decisions students make about health practices and risk behaviors. SEXUALITY, ATOD, ME
HE12.2.5	Apply a systematic process to evaluate the evidence, claims, beliefs and/or points of view about non-familiar health related issues or problems. ATOD, PA, NUT
HE12.3.1	Evaluate verbal and non-verbal techniques for communicating effectively with family, peers and others to enhance health. PH,
HE12.3.2	Evaluate verbal and non-verbal techniques for communicating effectively with family, peers and others to reduce or avoid health risks. ATOD, SEXUALITY, VP/B
HE12.3.3	Demonstrate the ability to use effective communication techniques to advocate for personal and community health. PH, CEH
HE12.3.4	Demonstrate the ability to use refusal, negotiation and collaboration skills to enhance health. ME, CEH, VP/B
HE12.3.5	Demonstrate the ability to use refusal, negotiation and collaboration skills to reduce or avoid health risks. ATOD, SEXUALITY,
HE12.3.6	Demonstrate the ability to use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. IP/S, VP/B, ME
HE12.3.7	7 Delineate a speaker's health argument and specific claims, distinguishing health claims that are supported by reasons and evidence from health claims that are not supported by reasons and evidence. ANY CONTENT AREA
HE12.4.1	Analyze the relationship between personal health and their effect on self, others, and society. CEH, PCD, PA
HE12.4.2	Demonstrate the ability to use a strategic approach to manage health risks and enhance health. NUT, PA, ME
HE12.4.3	Demonstrate an understanding of behaviors that prevent the spread of disease. SEXUALITY, ATOD, PCD
HE12.4.4	4 Explain signs of stress and how stress can affect health status. ME, ATOD
HE12.4.5	Analyze age appropriate factors that create good stress and bad stress. ME, ATOD, SEXUALITY
HE12.4.7	Evaluate the appropriateness of various strategies for managing stress and avoiding stress overload in specific situations (e.g. regular exercise to deal with divorce, regular sleep prior to testing, etc.). PA, NUT, PH
HE12.4.8	Use criteria to set a long-term personal health goal and make a plan for achieving it. ME, PA, NUT
HE12.4.9	Monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal (e.g., a plan to meet the goal of reducing body fat by the end of the semester was effective because it included a variety of activities that met scientific principles for fitness and weight loss (e.g., aerobic activity for 30-45 minutes daily, reducing sugar intake, increasing water intake, attending PE every day, etc.). ME, PA, NUT

HE12.4.10	Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. VP/B, CEH, ME	
HE12.4.11	Demonstrate the ability to advocate for the prevention of violence and bullying.	
HE12.4.12	Analyze the relationship between physical, social, and mental and emotional health. VP/B, CEH ME	
SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1 Mental and Emotional Health	HE12.1.1, HE12.1.2, HE12.2.1, HE12.2.2, HE12.2.3, HE12.2.4, HE12.2.5, HE12.3.1, HE12.3.2, HE12.3.4, HE12.3.5, HE12.3.6, HE12.4.4, HE12.4.5, HE12.4.6, HE12.4.10, HE12.4.11	<ul style="list-style-type: none"> Analyze the causes and effects of risk-taking and health-promoting behaviors. Describe how personal health is influenced by many different factors. Evaluate the value of exercising self-control, self-discipline, and delayed gratification. Explain what it means to be healthy. Develop positive coping skills for dealing with stress and anger. Apply stress- and anger-management skills for both short-term and long-term well-being. Analyze influences on your mental and emotional health. Describe the stages of loss and grief. Formulate and implement a stress management plan. Explain risk factors for and the warning signs of suicide and analyze strategies for the prevention of suicide. Identify causes and symptoms of depression and mental disorders. Describe methods of avoiding gang-related activity, the use of weapons, and violence. Analyze the consequences of possessing weapons, gang involvement, and using acts of violence to settle disputes. Create a message about the importance of avoiding gang involvement. Advocate for mental health resources in the school and community. Develop a plan to improve and maintain your mental
Unit 2 Fitness and Nutrition	HE12.1.3, HE12.1.4, HE12.2.2, HE12.2.3, HE12.2.5, HE12.3.7, HE12.4.2, HE12.4.3, HE12.4.6, HE12.4.7, HE12.4.8, HE12.4.10, HE12.4.11	<ul style="list-style-type: none"> Describe healthy and unhealthy nutritional choices. Describe the need for sleep, rest, physical activity, and a healthy body weight. Explain factors that influence decisions about nutrition. Explain the relationship between body composition and healthy body weight. Identify the major types of nutrients. Identify the prevalence, causes, and long-term consequences of sleep deprivation and a sedentary lifestyle. Analyze research and debate information regarding healthy or unhealthy eating and physical activity levels. Define what an eating disorder is and identify different types of disorders.

<p>Unit 3 Drugs</p>	<p>HE12.1.1, HE12.1.2, HE12.2.1, HE12.2.2, HE12.2.3, HE12.2.4, HE12.2.5, HE12.3.1, HE12.3.2, HE12.3.3, HE12.3.4, HE12.3.5, HE12.4.3, HE12.4.8</p>	<ul style="list-style-type: none"> • Describe the cycle of drug addiction • Evaluate the effects of alcohol and other drug use on human body systems, brain function, and behavior. • Identify how peers, family, culture, media, and society influence a person's use and abuse of drugs. • Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse. • Deconstruct media messages regarding the use of drugs. • Describe how and where to access resources related to ATOD issues. • Evaluate communication strategies to resist pressure to engage in risky behavior and to avoid the use of alcohol, tobacco, and other drugs. • Explain when health care providers are required to help someone with ATOD issues. • Research resources from home, school, and community that provide valid health information. • Identify refusal, negotiation, and collaboration skills to avoid potentially harmful situations with ATOD. • Develop an action plan to prevent drug abuse. • Learn advocacy skills focused on the health benefits of abstaining from alcohol, drug, and tobacco use. • Understand the specific risks associated with alcohol, drug, and tobacco use and abuse.
<p>Unit 4 Disease</p>	<p>HE12.4.2, HE12.4.3, HE12.4.6, HE12.4.8</p>	<ul style="list-style-type: none"> • Describe controllable and uncontrollable risk factors for contracting a communicable disease. • Describe noncommunicable and chronic diseases. • Evaluate how communicable diseases can impact a community. • Evaluate how healthful lifestyle choices decrease the risk of noncommunicable and chronic diseases. • Explain how noncommunicable and chronic diseases are detected, prevented, and treated. • Identify types of pathogens that cause communicable diseases and common modes of transmission. • Design a personal wellness plan for yourself and your environment. • Explore public health policies and government regulations, including organ donations, mandatory immunizations, food inspection, and chronic and communicable diseases. • Investigate good hygiene practices that are effective in controlling modes of infectious agent transmission and preventing disease. • Create a personal health plan that focuses on good hygiene and that is adaptable to changing health needs and personal health behaviors. • Determine how you could avoid or minimize the risk of getting communicable and noncommunicable diseases. • Explain the use and impact of technology on personal, family, and community health.

<p>Unit 5 Injuries</p>	<p>HE12.1.1, HE12.1.2, HE12.1.3, HE12.1.4, HE12.2.1, HE12.2.2, HE12.2.3, HE12.2.4, HE12.3.4, HE12.3.5, HE12.3.7, HE12.4.6</p>	<ul style="list-style-type: none"> • Analyze situations involving risk and risky behaviors. • Identify behaviors that may result in intentional and unintentional injury. • Propose ways to reduce or prevent injuries. • Describe influences on risk-taking behaviors. • Develop a personal plan to reduce or prevent injury. • Analyze reports of injuries to determine how they might have been prevented. • Describe rules and laws intended to prevent intentional and unintentional injuries. • Justify when professional health services may be required for an injury. • Describe first aid procedures for common injuries. • Become certified in first aid administration. • Identify your personal susceptibility to injury and ways that you can reduce your risk of injury. • Identify life-threatening situations that may result from natural disasters and the safety steps needed to prevent injury. • Identify community resources for natural disaster preparedness. • Create an action plan to prepare for a natural disaster and emergency situations.
<p>Unit 6 Sexual Health</p>	<p>HE12.1.1, HE12.1.2, HE12.2.1, HE12.2.2, HE12.2.3, HE12.2.4, HE12.2.5, HE12.3.4, HE12.3.5, HE12.4.3, HE12.4.8, HE12.4.10</p>	<ul style="list-style-type: none"> • Identify and describe the major structures and functions of the male and female human reproductive systems. • Identify health issues that are related to the male and female reproductive systems. • Describe the characteristics of healthy relationships. • Summarize principles of healthy dating. • Access local resources for promoting reproductive health • Set a personal goal to maintain the health of your reproductive system. • Critique skills and strategies that are used to promote abstinence. • Describe the benefits of abstinence. • Explain the consequences of early and unprotected sexual behaviors. • Identify examples of healthy and unhealthy online behaviors. • Explain short- and long-term consequences of inappropriate behaviors online. • Plan health-promoting strategies for managing personal technology use. • Demonstrate refusal and negotiation skills to promote abstinence. • Determine how your personal values, attitudes, and beliefs influence your views about dating and sexual behavior. • Evaluate strategies for avoiding situations that increase the risk of sexual harassment, violence, and abuse. • Identify the characteristics of abusive relationships and