

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	PE
Course ID	D-OTH-090V2-AVT	Grade Level	9-12
Course Name	Life Skills	# of Credits	0.5
SCED Code	08016G0.5011	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Students learn essential skills for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information, dealing with media and peer pressure, communication and relationships, wellness and personal safety, and contributing to the community.

WYOMING CONTENT AND PERFORMANCE 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, CEH, ME
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
HE12.4.1	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	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
HE12.4.12	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: Thinking About Yourself 1.01 Thinking About Yourself	12.2.1, 12.2.2, 12.2.3	<ul style="list-style-type: none"> Reflect on ideas and words such as character, ethics, morals, values, priorities, and goals. Set realistic and achievable goals.
Unit 1: Thinking About Yourself 1.02 Defining Your Character	12.2.1, 12.2.2, 12.2.3, 12.2.4	<ul style="list-style-type: none"> Define character, ethics, morals, and values. Judge the ethical implications of a variety of personal, academic, and occupational situations.

		<ul style="list-style-type: none"> • Compare/contrast different codes of ethics/conduct. • Create a list of student's own current core values.
Unit 1: Thinking About Yourself 1.03 Setting Your Goals	12.2.1, 12.2.2, 12.2.3	<ul style="list-style-type: none"> • Identify and list priorities and short- and long-term goals for personal growth. • Identify and list academic/occupational short- and long-term goals.
Unit 1: Thinking About Yourself 1.04 Making Plans	12.4.8, 12.4.9	<ul style="list-style-type: none"> • Develop a plan for reaching personal-growth goals. • Create and follow a schedule leading to accomplishment of one personal or academic task or goal.
Unit 1: Thinking About Yourself 1.05 Exam Preparation	12.2.1,12.2.2,12.2.3, 12.2.4, 12.4.8, 12.4.9	<ul style="list-style-type: none"> • Review concepts taught this unit.
Unit 2: Thinking For Yourself 2.01 Thinking For Yourself	12.2.1,12.2.2,12.2.3	<ul style="list-style-type: none"> • Reason through your problems so you can make the best decision possible. • Use six-step problem-solving process that will hopefully help you make better decisions
Unit 2: Thinking For Yourself 2.02 Making Decisions	12.2.1,12.2.2,12.2.3, 12.2.4	<ul style="list-style-type: none"> • Describe key aspects of the decision-making process. • Work through the steps of the decision-making process to make a personal or academic decision. • Apply ethical decision-making guidelines to evaluate decision options.
Unit 2: Thinking For Yourself 2.03 Evaluating information	12.1.1, 12.1.2, 12.1.3, 12.1.4, 12.2.1,12.2.2,12.2.3, 12.2.5	<ul style="list-style-type: none"> • Analyze personal, academic or occupational information needs. • Locate potential information sources. • Apply sound criteria to evaluate information from a variety of sources.

		<ul style="list-style-type: none"> Recognize information distortions, including stereotyping, bias, vested interest, and manipulation or misuse of information.
Unit 2: Thinking For Yourself 2.04 Solving Problems	12.2.1,12.2.2,12.2.3	<ul style="list-style-type: none"> Identify and define a personal, academic, or occupational problem. Apply one or more problem solving approaches to generate potential solutions to an identified problem. Choose, apply, and evaluate a solution to an identified problem.
Unit 2: Thinking For Yourself 2.05 Exam Preparation	HE12.2.1, 2.2,2.3,2.4, 2.5,	<ul style="list-style-type: none"> Review concepts taught this unit.
Unit 3: Taking Care of Yourself 3.01 Taking Care of Yourself	12.4.1, 12.4.2	<ul style="list-style-type: none"> Examine your eating habits, your emotional and social health Describe way to change your lifestyle in order to achieve wellness and good overall health.
Unit 3: Taking Care of Yourself 3.02 Eating Well	12.4.1, 12.4.2, 12.4.3, 12.4.8, 12.4.9	<ul style="list-style-type: none"> Describe effective ways to meet current nutritional recommendations. Apply current nutritional recommendations to create a personalized weekly eating plan. Develop a grocery-shopping list based on personalized weekly eating plan. Identify appropriate cooking techniques and equipment needed to implement personalized eating plan. Summarize recommendations for safe food handling and storage.

<p>Unit 3: Taking Care of Yourself 3.03 Staying Well</p>	<p>12.1.1, 12.1.2, 12.1.3, 12.1.4, 12.4.1, 12.4.2, 12.4.4, 12.4.5, 12.4.7, 12.4.8, 12.4.9, 12.4.12</p>	<ul style="list-style-type: none"> • Describe risks related to alcohol and drug use. • Research and evaluate sources of help for substance abuse. • Apply current recommendations to create a personalized regular exercise plan. • Identify sources of personal emotional stress and choose promising methods for coping with these stressors • List health-care resources available to the student and their costs.
<p>Unit 3: Taking Care of Yourself 3.04 Staying Safe</p>	<p>12.4.2</p>	<ul style="list-style-type: none"> • Summarize and apply defensive driving techniques. • Use required and recommended safety precautions for academic/work activities. • Use recommended safety precautions for recreational/leisure activities. • Apply safety and crime-prevention precautions for home and travel.
<p>Unit 3: Taking Care of Yourself 3.05 Exam Preparation</p>	<p>12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5, 12.4.7, 12.4.8, 12.4.9, 12.4.12</p>	<ul style="list-style-type: none"> • Review concepts taught this unit.
<p>Unit 4: Taking Care of Yourself 4.01 Unit Introduction</p>	<p>12.3.1, 12.3.2, 12.3.3, 12.3.6</p>	<ul style="list-style-type: none"> • Describe how to communicate effectively. • Examine working in groups, dealing with conflicts, and setting limits in your relationships.
<p>Unit 4: Taking Care of Yourself 4.02 Communicating Skillfully</p>	<p>12.3.1, 12.3.2, 12.3.3, 12.3.4, 12.3.5, 12.3.7, 12.4.10</p>	<ul style="list-style-type: none"> • Describe verbal and nonverbal communication, and possible combinations of the two.

		<ul style="list-style-type: none"> • Describe how people send positive, negative, and mixed messages. • Identify and demonstrate active listening skills. • Model providing effective communication feedback. • Apply active listening and feedback skills when receiving messages containing criticism. • Identify personal barriers to effective communication and potential ways to remove them. • Demonstrate practices for effective communication using technology, including telephone or messaging.
Unit 4: Taking Care of Yourself 4.03 Being Part of a Team	12.3.1, 12.3.2, 12.3.3, 12.3.4, 12.3.5, 12.4.10	<ul style="list-style-type: none"> • Analyze the benefits and challenges of working in teams. • Identify the behaviors of a good team member and evaluate the student's own profile regarding these characteristics. • Identify the characteristics of an effective leader. • Evaluate the student's own leadership profile.
Unit 4: Taking Care of Yourself 4.04 Resolving Conflicts	12.3.3, 12.3.4, 12.3.5, 12.3.6	<ul style="list-style-type: none"> • List common sources and results of interpersonal conflicts. • Describe ways to prevent conflict. • Describe at least two methods for resolving conflicts. • Demonstrate appropriate applications of conflict resolution strategies.
Unit 4: Taking Care of Yourself 4.05 Saying No, Thanks	12.2.4, 12.3.3, 12.3.4, 12.3.5	<ul style="list-style-type: none"> • Analyze internal and external sources of pressure that influence the student.

		<ul style="list-style-type: none"> Describe potential positive and negative consequences of peer pressure. Discuss ways to prepare oneself to manage peer pressure. Demonstrate refusal skills for a variety of situations.
Unit 4: Taking Care of Yourself 4.06 Exam Preparation	12.2.4, 12.3.1, 12.3.2, 12.3.3, 12.3.4, 12.3.5, 12.3.6, 12.3.7, 12.4.10	<ul style="list-style-type: none"> Review concepts taught this unit.
Unit 5: Caring About Your World 5.01 Caring About Your World	12.3.3	<ul style="list-style-type: none"> Learn ways to be environmentally conscious and a good citizen.
Unit 5: Caring About Your World 5.02 Caring About Your Country and Community: Citizenship	12.1.1, 12.1.2, 12.1.3, 12.1.4, 12.3.3	<ul style="list-style-type: none"> Research and prepare a summary of key rights and responsibilities of citizens in student's city, state, and/or country. Research and prepare a summary of civic volunteer activities available and of interest to the student.
Unit 5: Caring About Your World 5.03 Caring About Your Planet: Environmental Awareness	12.3.3, 12.4.2, 12.4.8	<ul style="list-style-type: none"> Describe major environmental hazards and contributions individuals can make toward reducing them. Analyze the environmental impact of student's own housing, travel, and consumption choices. Create and implement, if possible, a plan to improve the student's own environmental impact in at least one way.
Unit 5: Caring About Your World 5.04 Exam Preparation	12.3.3, 12.4.2, 12.4.8	<ul style="list-style-type: none"> Review concepts taught this unit.
Unit 6: Final Exam 6.01 Semester Assessment: Final Exam	12.1.1, 12.1.2, 12.1.3, 12.1.4, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.3.1, 12.3.2, 12.3.3, 12.3.4, 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5,	<ul style="list-style-type: none"> Review concepts taught this semester.

	12.4.7, 12.4.8, 12.4.9, 12.4.10	