

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	HE
Course ID	AC08099	Grade Level	6 - 8
Course Name	Middle School Health	# of Credits	0.5
SCED Code	08099	Curriculum Type	Acellus

### COURSE DESCRIPTION

This five-star Acellus course was developed in association with Children's Mercy Hospital and is aligned with the National Health Education Standards. Course topics include: Fundamentals of Good Health, Physical Fitness, Basics of Nutrition, Mental and Emotional Well-Being, Personal Hygiene and Consumer Choice, Communicable Diseases, Non-Communicable Diseases, Personal Safety, First Aid, Health and the World Around You.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) <a href="#">Use the Standards and Benchmarks as Spreadsheets</a>
HE6.1.1	Analyze family, school, or community resources that can be used to enhance health (e.g. compare/contrast what help different people can give). VP/B, PCD, ME
HE6.1.2	Analyze family school or community resources that can be used to reduce or avoid health risks. (e.g., DARE officer help with strategies). VP/B, ATOD, G&D
HE6.1.3	Access appropriate information about health and health risks (e.g. where do you find info about growth and development, ATOD, or nutrition). G&D, ATOD, NUT
HE6.1.4	Explain how products can enhance personal health (e.g. deodorant, toothpaste, etc.). NUT, PH, ME (Related to self-esteem)
HE6.1.5	Explain how products can reduce health risks. PH, PCD, IP/S
HE6.2.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed. ATOD, IP/S, ME
HE6.2.2	Determine when health-related situations require the application of a thoughtful decision-making process. IP/S, VP/B, ATOD
HE6.2.3	Explain the steps of a decision-making process to enhance health or reduce health risk. ATOD, IP/S, ME
HE6.2.4	Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt). ATOD, IP/S, VP/B
HE6.2.5	Explain how family and peers can influence decisions students make about health practices and risk behaviors. ME, ATOD, VP/B
HE6.2.6	Analyze healthy options to health-related issues or problems (e.g., compare and contrast extracurricular physical activity programs offered at elementary schools in the community). PA, NUT, CEH
HE6.2.7	Apply a systematic process to examine familiar health-related issues or problems (e.g., identify problem, collect information, analyze data, draw conclusions, make simple recommendations). NUT, PA, VP/B

HE6.3.1	Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g., argument will not escalate if I use "I" messages and avoid blaming others). VP/B, ATOD, FAM
HE6.3.2	Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks). VP/B, ATOD, CEH
HE6.3.3	Analyze refusal strategies for potential effectiveness. VP/B, IP/S, ATOD
HE6.3.4	Describe barriers to effective communication about health. ME, G&D, PCD
HE6.3.5	Demonstrate the ability to use listening skills for specific health purposes (e.g., asking questions to gather information and/or obtain instructions, make connections, ask clarifying questions). ATOD, IP/S, G&D
HE6.4.1	Demonstrate an understanding of behaviors that improve or maintain personal health. G&D, IP/S, ME
HE6.4.2	Demonstrate an understanding of behaviors to avoid or reduce health risks. ATOD, IP/S, VP/B
HE6.4.3	Demonstrate an understanding of behaviors that prevent the spread of disease. PCD, CEH, PH
HE6.4.4	Analyze factors that create stress or motivate successful performance. ME
HE6.4.5	Analyze age appropriate factors that create good stress and bad stress. ME, ATOD, PA
HE6.4.6	Demonstrate the ability to apply strategies to manage bad stress and use good stress to motivate successful performance (e.g. getting sufficient sleep). PA, NUT, PH
HE6.4.7	Use multiple criteria to set short-term personal health goals (e.g., Specific, Measurable, Action oriented, Realistic, Timely). PA, NUT, PH
HE6.4.8	Explain how individual, social and cultural differences may increase vulnerability to bullying and identify ways to address it. VP/B, ME
HE6.4.9	Define various types of bullying and the roles of the aggressor and bystanders in bullying situations. (e.g., physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.). VP/B, CEH, ME
HE8.1.1	Demonstrate the ability to locate appropriate health resources at school or in the community that help enhance health. ME, PH, NUT
HE8.1.2	Demonstrate the ability to locate appropriate health resources at school or in the community that help reduce health risks. SEXUALITY, ATOD, VP/B
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.). ME, VP/B, SEXUALITY
HE8.1.4	Explain criteria for determining validity of health information. SEXUALITY, ATOD, NUT
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/emotional health). ATOD, ME, VP/B

HE8.1.6	Analyze characteristics of products and how they enhance health or reduce health risks (e.g., compare products). NUT, IP/S, PA
HE8.2.1	Distinguish when individual or collaborative decision-making is appropriate. CEH, ATOD, VP/B
HE8.2.2	Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.). ATOD, IP/S, NUT
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). ME, PA, PCD
HE8.2.4	Apply a systematic decision-making process that includes analysis of consequences to reduce or avoid health risks. ATOD, SEXUALITY, VP/B
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.). SEXUALITY, ATOD, ME
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). ATOD, CEH, PCD (e.g. pandemics)
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). PH, CEH, PCD
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). IP/S, SEXUALITY, ATOD
HE8.3.3	Demonstrate the ability to apply effective refusal and conflict resolution skills to avoid risky situations. ATOD, SEXUALITY, VP/B
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.). ANY CONTENT AREA
HE8.4.1	Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health. PH, PA, NUT
HE8.4.2	Analyze behaviors that avoid and reduce health risks, to self and others. ATOD, SEXUALITY, IP/S
HE8.4.3	Demonstrate an understanding of behaviors that prevent the spread of disease. SEXUALITY, ATOD, PCD
HE8.4.4	Describe signs of stress and how stress can affect health status. ME, ATOD
HE8.4.5	Analyze age appropriate factors that create good stress and bad stress. ME, ATOD, SEXUALITY
HE8.4.6	Demonstrate the ability to apply strategies to manage bad stress and use good stress to motivate successful performance. PA, NUT, PH
HE8.4.7	Use criteria to set a short-term personal health goal and make a plan for achieving it. ME, PA, NUT
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). ME, PA, NUT
HE8.4.9	Analyze the effects of taking action to oppose bullying based on individual and group differences. VP/B, CEH, ME

HE8.4.10	Describe various forms of bullying and the roles of all involved (aggressor, bystander, victim, etc.) in bullying situations. VP/B, CEH, ME
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.). VP/B, CEH, ME

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1	HE6.1.1, HE6.1.2, HE6.1.3, HE6.2.1, HE6.2.2, HE6.2.3, HE6.4.2, HE6.4.1, HE6.4.7, HE8.2.1, HE8.2.2, HE8.2.3, HE8.2.4, HE8.2.5, HE8.4.1, HE8.4.2, HE6.2.7, HE8.2.6	In this unit students learn about health and wellness, as well as the components and building blocks of good health. They study factors that affect health, and learn about taking risks and about the consequences they produce. They learn what personal decisions are, and how to make responsible decisions, as well as the steps involved in making decisions. Further, students learn to make short and long-term goals, to take personal responsibility for building their character, and to make good health goals.
Unit 2	HE6.1.3, HE6.4.1, HE6.2.7, HE8.2.6	In this unit students learn about major body systems including the skeletal, muscular, musculoskeletal, and cardiovascular systems. They study strength and flexibility, blood circulation and blood types, and sport injuries.
Unit 3	HE6.1.3, HE6.4.1, HE6.2.7, HE8.2.6	In this unit students learn to make wise nutrition choices, studying nutrients including carbohydrates, proteins, and fats, as well as vitamins and minerals. They learn how beneficial water is, and the MyPlate system for making good food choices. They further learn how the digestive system works, and how the body removes waste products.
Unit 4	HE6.1.1, HE6.1.2, HE6.1.3, HE6.2.1, HE6.2.4, HE6.2.5, HE6.3.1, HE6.3.2, HE6.3.3, HE6.3.5, HE6.4.4, HE6.4.5, HE6.4.6, HE6.4.8, HE6.4.9, HE8.4.4, HE8.4.5, HE8.4.6, HE8.4.7, HE8.4.8, HE8.4.9, HE8.4.10, HE8.4.11, HE6.2.7, HE8.2.6	In this unit students explore how to have good emotional health, beginning with facing the challenges of daily life and having a healthy attitude. They discuss having empathy for others and how to be a good friend. Students investigate positive self-esteem, as well as how to understand and deal with emotions, stress, and discouragement. They learn to use good communication skills, and to build family relationships and friendships.
Unit 5	HE6.1.3, HE6.2.4, HE6.2.5, HE8.3.1, HE8.3.2, HE6.2.6, HE6.3.1, HE6.3.2, HE6.3.3, HE6.3.4, HE6.4.8, HE6.4.9, HE8.3.3, HE8.4.9, HE8.4.10, HE8.4.11, HE6.2.7, HE8.2.6	In this unit students take a look at conflict and violence in our society, and how they can deal with these situations. They discuss common causes of conflicts, how to understand other viewpoints, communication strategies for dealing with conflict, strategies for being safe in violent conflicts, and how to develop solutions to conflict.
Unit 6	HE6.1.3, HE6.2.5, HE6.2.6, HE6.3.1, HE6.3.2, HE6.3.3, HE6.2.7, HE8.2.6	In this unit students learn about the respiratory and nervous systems. They learn about common diseases of the respiratory system, the effects of tobacco on body systems, and signs of addiction. They learn the parts of the nervous system and the brain, and how to take care of their own nervous system, as well as infections that affect the nervous system. They learn about the effects of

Unit 7	HE6.1.3, HE6.2.5, HE6.2.7, HE8.2.6	In this unit students learn about drugs and medicines. They study stimulants and depressants and their effects, as well as drug abuse and the good and bad effects of steroids. They explore the importance of drug awareness.
Unit 8	HE6.1.1, HE6.1.2, HE6.1.3, HE6.1.4, HE6.1.5, HE6.2.1, HE8.1.1, HE8.1.2, HE8.1.4, HE8.1.6, HE8.3.4, HE8.4.1 HE8.4.2, HE6.2.7, HE8.1.5, HE8.2.6	In this unit students learn good skin, hair, nail and ear care. They further learn about making good consumer and health care provider choices.
Unit 9	HE6.1.3, HE6.4.1, HE6.2.7, HE8.2.6	In this unit students explore changes in our lives, including physical, mental, and emotional changes. They discuss the endocrine system, glands, and hormones, and learn about heredity, genes, and chromosomes, as well as cell division and the stages of life.
Unit 10	HE6.1.3, HE6.4.1, HE6.4.3, HE8.4.3, HE6.2.7, HE8.2.6	In this unit students learn about the immune system and about nonspecific versus specific responses. They also learn about communicable diseases, and about antibiotics and vaccines. They study colds, flu, chicken pox, measles, mumps, and other types of communicable diseases.
Unit 11	HE6.1.3, HE6.4.1, HE6.2.7, HE8.2.6	In this unit students study non-communicable diseases. They learn about allergies and allergens, asthma, and arthritis. They study diabetes, cardiovascular disease, signs and symptoms of heart attacks, and common types of cancer and their treatment.
Unit 12	HE6.1.3, HE6.2.1, HE8.1.3, HE6.2.7, HE8.2.6	In this unit students discuss accident prevention and first aid. They learn about electrical hazards, burns, broken bones and dislocations, bleeding, choking, and CPR.
Unit 13	HE6.1.3, HE6.4.1, HE6.2.7, HE8.2.6	In this unit, students explore pollution as it relates to our health and our world. They study air pollution and its effects, water pollution, and the effect of pollution on our Earth.