

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	OL2725 B	Grade Level	6
Course Name	Physical Ed - 06B	# of Credits	0.5
SCED Code		Curriculum Type	District Developed

COURSE DESCRIPTION

This course provides students with a basic understanding of fitness, nutrition & general health. Students will learn about exercise safety, team and individual sports, nutrition, and the importance of staying active throughout their lifetime. Students conduct fitness assessments, set goals, develop their own fitness program, log activity, and participate in weekly physical activity. The overall goal of this course is to inspire Lifelong Movers.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
8.1.1	Students demonstrate movement skills and patterns in a variety of activities.
8.1.3	Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities.
8.1.5	Students apply tactical concepts and performance principles in individual, dual, or lifetime activities.
8.1.7	Students analyze critical elements of specialized skills in a variety of activities.
8.1.8	Students analyze the use of strategies and tactics in a variety of physical activities.
8.2.1	Students create and monitor a personal plan using current levels of fitness and physical activity.
8.2.2	Students differentiate the health benefits associated with a variety of physical activities.
8.2.3	Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals.
8.2.4	Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).
8.2.5	Students explain valid characteristics of fitness-related products, technology, and resources related to fitness literacy.
8.3.1	Students develop and apply appropriate rules, safe practices, and procedures in physical activity settings.
8.3.2	Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.
8.3.3	Students engage in challenging experiences that develop confidence and independence.
8.3.4	Students engage in physical activities that promote self-expression and provide opportunities for social and group interaction.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Module 3: Training Realm		

3.1 Tip Top Muscles, Bones, & Joints	8.2.2, 8.3.3, 8.2.5, 8.3.1	Articulate and explain flexibility, muscular strength, and muscular endurance. Articulate and explain the benefits of improving and maintaining flexibility, muscular strength, and muscular endurance. Talk about the health-related problems associated with poor flexibility, muscular strength, and muscular
3.2 Measuring Flexibility & Muscular Fitness	8.1.1, 8.1.3, 8.1.8, 8.2.2, 8.2.4, 8.2.5, 8.3.3, 8.3.1	Evaluate movements required to safely and effectively perform a push-up. Demonstrate how to monitor one's own fitness performance levels.
3.3 Flexibility Maintenance	8.1.1, 8.1.3, 8.1.8, 8.2.2, 8.2.4, 8.2.5, 8.3.3, 8.3.1	Describe key safety measures to be taken when performing your stretching exercises. Recommend and perform the exercises necessary to increase and maintain flexibility.
3.4 Keeping Muscles & Bones Healthy	8.1.1, 8.1.3, 8.1.8, 8.2.2, 8.2.4, 8.2.5, 8.3.3, 8.3.1	Articulate and explain best practices for staying safe when performing activities which help to improve muscles and bone fitness in your body. Plan and recommend exercises and movements which improve and maintain muscular strength and endurance.
3.5 Fitness Equipment	8.3.3, 8.3.4	List and describe activities and the appropriate equipment needed to safely participate.
3.6 Concepts of Training	8.1.1, 8.1.3, 8.1.5, 8.1.7, 8.1.8, 8.2.1-8.2.5, 8.3.1, 8.3.3	Articulate and describe the components of the SPORT and FITT principles. Talk about how training concepts and absolutes can improve muscular strength, flexibility, and muscular end Transition your new found skills and knowledge to your own training and workout goals.
Module 4: Lifestyle Realm		
4.1 Opportunities for Fitness	8.1.1, 8.1.3, 8.1.5, 8.1.7, 8.1.8, 8.2.1-8.2.5, 8.3.1, 8.3.3	List and describe activities and the appropriate equipment needed to safely participate.
4.2 Reaching Your Goals	8.1.1, 8.1.3, 8.1.5, 8.1.7, 8.1.8, 8.2.1-8.2.5, 8.3.1, 8.3.3	Look closely and analyze your own personal motivation and what motivates you from the outside. Compare these motivational factors to your fitness goals and your results so far.
4.3 Sportsmanship	8.3.1 - 8.3.4	Practice and demonstrate responsibility during physical activity and competition. Be able to find the good (personal, ethical, social) in the many different settings of physical activity.
4.4 Sports & Diversity	8.1.1, 8.1.8, 8.2.4, 8.3.1 - 8.3.4	Understand how accept and respect people of different backgrounds and abilities in physical activity environments.
4.5 The World & Its Many Activities	8.1.1, 8.1.8, 8.2.4, 8.3.1 - 8.3.4	Learn and describe physical activities, games, and sports from other cultures.
4.6 Peer Pressure	8.3.1 - 8.3.4	Identify and alert yourself to peer pressure. Understand the difference between positive and negative peer pressure. Create a basic plan to handle negative
Module 5: Health Realm		
5.1 Health Hazards	8.1.1, 8.1.8, 8.2.4, 8.3.1 - 8.3.4	List and describe healthy and unhealthy practices. Identify how family health history can play a role in your own health. Articulate and explain how chronic diseases affect your body and health. Recognize health issues and hazards common to adolescents.
5.2 Health Info. Hype vs. Fact	8.1.1, 8.1.8, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.1 - 8.3.4	Spot and find reliable health information. Analyze health products and services for legitimacy, economy, and reliability. Notate different resources to collect valid health information.
5.3 Health: It's About Making Good Choices	8.1.1, 8.1.8, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.1 - 8.3.4	Apply the decision-making model to your life. Be ready and locate signs of positive and negative peer pressure. Learn how to say no to bad ideas and choices. Choose healthy options when making choices.
5.4 Dream Keepers vs. Dream Stealers	8.1.1, 8.1.8, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.1 - 8.3.4	Analyze how you are influenced by peers and family to be healthy or unhealthy. Describe consequences when being influenced by peers and family. Critique and explain how norms of society influence you.
5.5 Positive Choices For Better Health	8.1.1, 8.1.8, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.3.1 - 8.3.4	Work with others to inspire awareness for positive and healthy environments. Identify advertising and messages which have a health related behavior reaction intent. Dissect how the media works to influence community health behaviors.