

Course Syllabus

PL/VS, Health & PE

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

Upon reviewing assessment results, the Morgan County High School will help the student and parent to determine what courses their child needs to take during their high school career, utilizing the Individual Learning Plan (ILP)

Health Education (25%)

■ 1.1.1 (DOK 2) ASSESSED

The learner will be able to explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying, different perspectives and points of view, empathy, personal growth, relationship building, relationship commitments).

■ 1.1.2 (DOK 3) ASSESSED

The learner will be able to apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying, and harassment (e.g., problem-solving, relaxation techniques, communication, conflict resolution, anger management, refusal skills, peer mediation, self-advocacy).

■ 1.1.3 (DOK 2) Supporting

The learner will be able to identify and explain changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision-making process, perseverance).

■ 1.1.4 (DOK 2) Supporting

The learner will be able to explain the process of human reproduction and development (e.g., conception, birth, childhood, adolescence, adulthood) and its impact on an individual's well being.

■ 1.1.5 (DOK 3) Supporting

The learner will be able to identify and evaluate the risks (e.g., STDs, unwanted pregnancies, HIV/AIDS) of being sexuality active, and the strategies (e.g., abstinence, using refusal skills, talking with parents, doctors, counselors) for delaying sexual activity.

■ 1.1.6 (DOK 3) ASSESSED

The learner will be able to analyze the effect of individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco, alcohol,

and other drug use) on various body systems (e.g., circulatory, respiratory, nervous, digestive).

■ 1.1.7 (DOK 2) ASSESSED

The learner will be able to describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV/AIDS) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).

■ 1.1.8 (DOK 2) ASSESSED

The learner will be able to explain risks associated with unhealthy habits and behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior).

■ 1.1.9 (DOK 2) ASSESSED

The learner will be able to compare causes, symptoms, consequences, and treatments of mental and emotional problems (e.g., depression, anxiety, drug abuse, addictions, eating disorders, aggressive behaviors) for individuals and families.

■ 1.1.10 Supporting

The learner will be able to recommend interventions (e.g., cease enabling activities,) treatments (e.g., AA, outpatient therapy, group therapy,) and other strategies (e.g., enhancing self-esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders).

■ 1.1.11 (DOK 3) ASSESSED

The learner will be able to recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.

■ 1.2.1 (DOK 3) ASSESSED

The learner will be able to analyze the effect of individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drugs use) on various body systems (e.g., circulatory, respiratory, nervous, digestive).

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■ 1.2.2 (DOK 2) ASSESSED

The learner will be able to describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (e.g., hepatitis, tuberculosis, STD/HIV) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).

■ 1.2.3 (DOK 2) ASSESSED

The learner will be able to explain risks associated with unhealthy habits and behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior).

■ 1.2.4 (DOK 2) ASSESSED

The learner will be able to compare causes, symptoms, consequences, and treatments of mental and emotional problems (e.g., depression, anxiety, drug abuse, addictions, eating disorders, aggressive behaviors) for individuals and families.

■ 1.2.5 (DOK 2) Supporting

The learner will be able to recommend interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy), and other strategies (e.g., enhancing self esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders).

■ 1.2.6 (DOK 3) ASSESSED

The learner will be able to recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.

■ 1.3.1 (DOK 3) Supporting

The learner will be able to evaluate the positive and negative impact of food selections that contain essential nutrients (proteins, carbohydrates, fats, minerals, vitamins, water) on maintaining and promoting health.

■ 1.3.2 (DOK 2) ASSESSED

The learner will be able to explain how recommendations made in the Dietary Guidelines for Americans 2005 and the Food Guide Pyramid contribute to good health and how exchanges and

substitutions can be made for a variety of special dietary needs (e.g., diabetes, weight control, pregnancy).

■ 1.4.1 (DOK 3) Supporting

The learner will be able to analyze how responsible use of machinery; motorized vehicles (e.g., all terrain vehicles, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives.

■ 1.4.2 (DOK 2) ASSESSED

The learner will be able to explain how proper first-aid procedures (CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives.

Physical Education (10%)

■ 2.1.1 (DOK 3) Supporting

The learner will be able to analyze the principles for motor skills (e.g., accuracy, techniques, physics, mechanics) and make applications for improving these skills (locomotor, nonlocomotor, transitional).

■ 2.1.2 (DOK 3) Supporting

The learner will be able to infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual and team sports (e.g., golf, racket sports, softball, volleyball, basketball).

■ 2.2.1 (DOK 2) ASSESSED

The learner will be able to explain how physical, emotional/mental, and social benefits result from regular participation in leisure/recreational or competitive physical activities: **PHYSICAL:** Disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements, increased metabolism, reduction of body fat, decrease in cholesterol, decreased heart rate. **MENTAL/EMOTIONAL:** Reduces anxiety/stress,

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depression provides better body image, improves self-discipline, and self-respect. SOCIAL: Provides opportunity for interaction with others, cooperation, friendship, teamwork, respect for others, and tolerance.

■ 2.2.2 (DOK 3) Supporting

The learner will be able to apply techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports.

■ 2.2.3 (DOK 3) ASSESSED

The learner will be able to describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and apply the FITT Principle (Frequency, Intensity, Type, Time) to create a comprehensive exercise plan.

■ 2.2.4 Supporting

The learner will be able to compare offensive and defensive strategies and basic rules of play for a variety of games and sports.

■ 2.2.5 Supporting

The learner will be able to analyze the value and role of rules, fair play, cooperation, and sportsmanship for spectators/participants during games and sports.