



Tomah Area School District
High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Course: Grades 11 & 12 Advanced Health

Essential Knowledge:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).
- Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational)
- Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.

Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

- Determine behaviors that will protect and promote health in high risk situations.
- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others.
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

Students will demonstrate the ability to advocate for personal, family, and community health

- Adapt health-enhancing messages and persuasive communication techniques to a specific target audience.
- Apply accurate information to support a health-enhancing message.
- Develop strategies to overcome barriers or resistance to desired health action or behavior.
- Demonstrate conviction in encouraging others to make positive health choices.

Essential Questions:

1. What are the 7 dimensions of wellness?
2. How do our choices effect the 7 dimensions of wellness?
3. What the top 10 leading causes of death in U.S.?
4. What is prevention?
5. What is MyPlate?
6. What are credible sources of information?
7. What are the different types of drugs?
8. What is an advocate?
9. What are interpersonal skills in communication?
10. How can you help someone in each stage of Grief?

Units:

1. Health and Wellness
2. Nutrition
3. Fitness
4. Evaluating Diets
5. Mental Health
6. Death, Loss and Grief
7. Drug Court



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Essential Learning

Grade/Course: HS Exercise and Sport Science – Individual Activities

Essential Knowledge:

Standard 1

- Acquires skills to participate in a lifetime activity outside of school
- Demonstrates and describes offensive, defensive, and transitional skills and strategies in team and individual sports.

Standard 5

- Exhibits respectful and mature behavior to contribute to a positive learning environment.

Units:

1. Tennis
2. Golf
3. Biking
4. Lawn Games
5. Badminton
6. Pickleball
7. Table Tennis
8. Bowling
9. Cross Country Skiing
10. Snowshoeing
11. Fitness



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Essential Learning

Grade/Course: HS Exercise and Sport Science – JR/SR Advanced Fitness

Essential Knowledge:

Standard 2

- Develops an appropriate conditioning program for a sport or lifetime fitness activity.

Standard 3

- Participates in health-enhancing lifetime activities that can be pursued in the community as well as the school.

Standard 4

- Identifies major muscle groups of the body and correctly identifies and performs at least two weight training exercises for each muscle group.

Units:

1. FITT Principle
2. Heart Rate
3. Nutrition
4. Muscle Identification
5. BFS Absolutes
6. Lifting Technique
7. Create a Plan
8. Community Fitness Experiences
9. Styles – progressive, timed, overload, specificity



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Essential Learning

Grade/Course: HS Exercise and Sport Science – Outdoor Adventures

Essential Knowledge:

Standard 1

- Acquires skills to participate in a lifetime activity outside of school

Standard 5

- Demonstrates consistent decisions to ensure the safety of self and others.

Standard 6

- Recognizes the value of all individuals involved in the activity.

Units:

1. Canoeing/Kayaking/Paddle boarding
2. Angling
3. Biking
4. Lawn Games
5. Team Building – Low elements
6. High Ropes Course
7. Archery
8. Cross Country Skiing
9. Snowshoeing
10. Fitness



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Essential Learning

Grade/Course: HS Exercise and Sport Science – Sophomore Fitness

Essential Knowledge:

Standard 2

- Identifies the differences and benefits of both functional fitness training and traditional weight training.

Standard 3

- Establishes goals by identifying strengths and weaknesses using personal fitness assessments.

Standard 4

- Identifies a variety of activities and how often they should be done to improve all health-related fitness components

Units:

1. BFS Absolutes



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Essential Learning

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Standard 3

- Establishes goals by identifying strengths and weaknesses using personal fitness assessments.

Standard 4

- Identifies a variety of activities and how often they should be done to improve all health-related fitness components

Units:

1. BFS Absolutes



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Essential Learning

Grade/Course: Grade 9 Exercise and Sport Science (ESS)

Essential Knowledge:

Standard 1

- Plays modified team sports using all the basic skills and strategies of the sport and some advanced skills.

Standard 4

- Self-assesses the five health-related fitness components (aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition).

Standard 5

- Adjusts participation level and personal behavior to make activities inclusive for everyone

Units:

1. Tennis
2. Golf
3. Flag football
4. Soccer
5. Badminton
6. Pickleball
7. Volleyball
8. Basketball
9. Ultimate Frisbee
10. Softball
11. Fitness testing
12. Floorball



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Essential Learning

Grade/Course: Grade 9 Health

Essential Knowledge:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors

- Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.
- Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors
- Predict how various external and internal influences will interact and impact the health behavior of populations.

Students will demonstrate the ability to use decision-making skills to enhance health

- Identify situations in which using a thoughtful decision-making process would be health-enhancing.
- Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.
- Generate alternatives for health-related issues or problems.

Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks

- Determine behaviors that will protect and promote health in high risk situations.
- Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others. These include, but are not limited to: personal behaviors such as regular and health-enhancing physical activity, healthy eating, and accessing appropriate preventive health care services.
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. These include, but are not limited to: various complex safety-related behaviors, appropriately accessing mental and physical health care services, and carefully following medical advice and instructions

Essential Questions:

1. What is a short term and long term consequence?
2. What is the decision making model?
3. What are the 7 dimensions of wellness and how do my decisions effect those?
4. What is a risk factor and what is preventative?
5. Who and what are the influences on Health and Wellness?
6. What is quality versus quantity when it comes to overall life satisfaction?

Units:

1. Introduction to Health and Wellness with Decision Making
2. Mental Health
3. Mental Illness
4. Violence Prevention
5. Human Growth and Development
6. First Aid and C.P.R.



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Essential Learning

Grade/Course: HS Exercise and Sport Science (ESS) – Modified

Essential Knowledge:

Standard 1

- Demonstrates balance and body control while moving at different speeds while manipulating a ball of different sizes.
- Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities

Standard 5

- Works with peers willingly, regardless of skill level and individual differences in partner and small group situations

Units:

1. Kickball skills
2. Tee ball skills
3. Striking balls
4. Floorball skills
5. Opposition skills
6. Body awareness/Balance station/Gymnastics
7. Scooter games
8. Fishing
9. Canoeing
10. Outdoor adventure course
11. Racquet sports
12. Basketball skills
13. Bowling



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Essential Learning

Grade/Course: HS Exercise and Sport Science – Team Sports

Essential Knowledge:

Standard 1

- Plays modified team sports using all the basic skills and strategies of the sport and some advanced skills.

Standard 2

- Explains appropriate tactical decisions in a competitive activity

Standard 5

- Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.

Units:

1. Team Handball/Speedball/Touch ball
2. Invasion games
3. Create a game
4. Flag football
5. Soccer
6. Volleyball
7. Basketball
8. Ultimate Frisbee
9. Softball
10. Floorball