

PE and Health: Grade Seven

Students will be engaged in a variety of physical activities, concentrating on the skills needed for lifelong participation. They will continue to implement rules and skills into specific sports; continue to understand nutritional choices; and continue to demonstrate self-management skills including decision making, healthy decisions, goal setting and understanding effect of drugs, alcohol and tobacco.

<p>Academic Standard #7 Each student will have demonstrated competent skills in a variety of physical activities and sports, physical fitness, knowledge of factors important to participation in physical activity, and concepts related to health.</p>
<p>#7.1 Movement Competence and Understanding</p>
<p>#7.2 Physical and Personal Wellness</p>
<p>#7.3 Emotional and Social Wellness</p>
<p>#7.4 Prevention and Risk Management</p>

Time Allocation
PE -55 minutes four days a week for nine weeks within the official school year.
Health- 55 minutes one day a week for nine weeks within the official school year.

Texts/References
PE Central (PE)
 Study guides created for each unit. (PE)
 Text: Foundations of Personal Fitness, Don L. Rainey and Tinker D. Murray (PE)
 Text: Decisions for Health Level Red, Holt (Health)
 Text: Teen Health Course 2, Glencoe (Health)

Assessments
Formative Assessments
 Pre-tests
 Teacher constructed fitness test (pre and post) (PE)
 Teacher constructed unit quizzes (PE and Health)
 Cardio Assessment (PE)
 Standard based projects with rubrics (PE and Health)
 Essays (PE and Health)
 Chapter Tests (Health)
 Chapter projects (Health)
Summative Assessments
 Post-test
 Average of all quizzes, tests, projects, essays and other assessments (PE and Health)

Grades and Achievement Levels
 Grades are based on completion of assignments and quality of work. Each student will receive grades based on classroom performance, homework completion, and test scores.

Grade Level Expectations: PE Grade Seven

Standard #7.1 Movement Competence and Understanding	Standard #7.2 Physical and Personal Wellness	Standard #7.3 Emotional and Social Wellness	Standard #7.4 Prevention and Risk Management
<ul style="list-style-type: none">Combining the critical elements of movement and skills concepts	<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ul style="list-style-type: none">Development of strategies to communicate ideas and feelingsDemonstration of inclusiveness in and out of classroom settings	<ul style="list-style-type: none">Implementation of safety procedures in the utilization of space and equipment

Evidence Outcomes: PE Grade Seven

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<ol style="list-style-type: none"> 1. Designed and performed gymnastics or dance sequences that combine traveling, balancing, and weight transfer into smooth, flowing sequences with changes in direction, speed, and flow 2. Cooperated with another student to create, develop, and refine movement routines based on a theme 3. Created a game, movement, dance, or sport with a group 4. Identified and described key elements in the mature performance of overhand, sidearm, and underhand throwing catching; kicking and punting; striking; trapping; dribbling (hand and foot); and volleying 5. Analyzed movement patterns, and correct errors 6. Used principles from motor learning to establish, monitor, and meet goals for motor skill development 7. Compared and contrasted the effectiveness of practicing skills as a whole and practicing skills in smaller parts 8. Diagramed and demonstrated basic offensive and defensive strategies for individual and dual physical activities 9. Developed an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system, then taught it to another person 	<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> 1. Demonstrated through verbal and nonverbal behavior cooperation with peers of different backgrounds 2. Considered the consequences of various choices, and made a responsible decision when confronted with negative peer pressure 3. Sought out participation with, and showed respect for a peer with varying skill ability 4. Participated in group cooperation games and adventure activities to encourage team building and fun 5. Made decisions to modify a game to allow all members to participate 6. Recognized the role of physical activity in getting to know and understand others of similar and different backgrounds 	<ol style="list-style-type: none"> 1. Identified and participated in safe warm-up and cool-down activities 2. Reviewed components of safe participation and what constitutes a safe environment 3. Followed the rules of activities to maintain safe playing conditions 4. Described safe and unsafe practices for a variety of physical activities

Grade Level Expectations: Health Grade Seven

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<p>There are no Grade Level Expectations at this grade level for this standard</p>	<ul style="list-style-type: none"> • Factors that influence healthy eating behaviors • Ability to make healthy food choices in a variety of settings • Comparing and contrasting healthy and unhealthy relationships (family, peer, and dating) • Internal and external factors that influence sexual decision-making and activity • Defining sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) 	<ul style="list-style-type: none"> • Demonstrating effective communication skills to express feelings appropriately • Developing self-management skills to prevent and manage stress 	<ul style="list-style-type: none"> • Analyzing the consequences of using drugs • Safety procedures for a variety of situations

Evidence Outcomes: Health Grade Seven

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>Standard #7.4 Prevention and Risk Management</p>
<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> 1. Analyzed how family, peers, media and culture influence food choices 2. Analyzed how social and cultural messages about food and eating influence nutrition choices 3. Analyzed the influence that adults and role models have on one’s food choices 4. Analyzed internal influences on one's food choices 5. Recognized that people with eating disorders may need professional help 6. Described the signs, symptoms, and consequences of common eating disorders 7. Identified internal and external influences on one's body image 8. Developed strategies for making healthier food and beverage choices in a variety of settings such as eating out, at home, with friends, or at school 9. Demonstrated interpersonal skills that deal with negative influences on healthy eating 10. Described the characteristics of healthy relationships, and discuss factors that support and sustain them 11. Explained the purpose of friendship in different stages of the life cycle, and describe how friends can support one another in making healthy decisions 	<ol style="list-style-type: none"> 1. Demonstrated the ability to engage in active listening 2. Practiced the use of “I” statements 3. Demonstrated negotiation skills to support the healthy expression of personal needs 4. Demonstrated the ability to state personal needs and articulate limits 5. Practiced verbal and nonverbal ways to ask for help from trusted adults or friends 6. Compared and contrasted positive and negative ways of dealing with stress 7. Defined stress 8. Identified personal stressors 9. Explained the body’s physical and psychological responses to stressful situations 10. Developed personal strategies to deal with stressors 11. Practiced strategies such as physical activity, relaxation techniques, journaling, and talking with someone to reduce stress 	<ol style="list-style-type: none"> 1. Examined the social, economic, health and cosmetic consequences of alcohol, tobacco including chewing tobacco), and other drug use 2. Explained how alcohol, tobacco, and other drugs are addictive 3. Explained family rules, school policies, and community laws related to the sale and use of alcohol, tobacco, and other drugs 4. Explained how alcohol, tobacco, and other drugs alter the body and the brain 5. Described how exercise, nutrition, and positive relationships can mitigate the use of alcohol, tobacco, and other drugs 6. Analyzed the effects of alcohol, tobacco, and other substances on a person’s ability to make decisions 7. Described first-response procedures needed to treat injuries and other emergencies 8. Identified accepted procedures for emergency care and lifesaving care 9. Identified methods of preventing injuries, e.g. transportation, climate 10. Described actions to take during severe weather or trauma-related emergencies

Evidence Outcomes: Health: Grade Seven continued

<p>Standard #7.1 Movement Competence and Understanding</p>	<p>Standard #7.2 Physical and Personal Wellness</p>	<p>Standard #7.3 Emotional and Social Wellness</p>	<p>#7.4 Prevention and Risk Management</p>
<p>There are no Evidence Outcomes at this grade level for this standard</p>	<ol style="list-style-type: none"> 12. Described effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends 13. Described the emotional effects of breaking up in a dating relationship 14. Explained the role of dating in personal growth 15. Described a variety of external influences such as parents, the media, culture, peers, and society that affect sexual decision-making and sexual activity 16. Described how internal influences such as curiosity, hormones, interests, desires, fears, and feelings affect sexual decision-making and activity 17. Described how personal, peer, and family values influence decisions about sexual and reproductive health 18. Analyzed the discrepancies between perceived and actual sexual activity 19. Described the effects of HIV infection on the body 20. Explained how HIV is and is not contracted 21. Defined common STD's 		<ol style="list-style-type: none"> 11. Analyzed the role of peers, family, and media in causing or preventing injuries