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| K-3  |  |
| 4-5  |  |
| 6-8  |  |
| 9-12 |  |

**GRADE 7 Comprehensive Health and Physical Education Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle**

|                                  |  |                                       |
|----------------------------------|--|---------------------------------------|
| <i>A. Personal Health</i>        | <i>C. Nutrition</i>                      | <i>E. Safety</i>                      |
| <i>B. Growth and Development</i> | <i>D. Diseases and Health Conditions</i> | <i>F. Social and Emotional Health</i> |

| <b>Benchmarks</b><br>By the end of Grade 7 at developmentally appropriate levels of increasing complexity and skill, all students should: | <b>Grade Specific Concepts/Skills</b><br>By the end of the grade level listed above, to meet Grade 8 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: | <b>Student Activities/Evidence</b><br>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency: |
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| A. Describe the appropriate use of healthcare and personal hygiene products.   | Explain the reasons to have a regular physical and dental exam, and analyze ads for grooming products to make an informed consumer. | Describe how to care for your teeth, eyes and ears, etc. /<br><br>List good grooming habits for care of your body. Bring in a empty sample product container to compare and contrast products used. /<br><br>Small group, class presentation, peer review |
| B. Discuss how body systems are inter-dependent and interrelated.  | Describe how different systems work together and the effects they have on each other.   | Using a prompt (body movement), explain the number of systems that work together to achieve the movement. /<br><br>Prompt: movement, walking, eating, etc. /<br><br>Role-play systems engaged   |
| C. Analyze how culture, health status, age, and eating environment influence personal eating pattern, and discuss ways to improve nutritional balance. | Identify ways to plan healthful meals while factors influence you.  | Find an (Newspaper, magazine, Ad) showing tasty foods. /<br><br>Analyze how the ad may influence you and determines if the ad considers healthy/unhealthy eating behaviors. /<br><br>Small group, class presentation                                      |

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| <p><b>Benchmarks</b><br/>By the end of Grade 7 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>                           |  |  | <p><b>Grade Specific Concepts/Skills</b><br/>By the end of the grade level listed above, to meet Grade 8 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p> |  |  | <p><b>Student Activities/Evidence</b><br/>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p>  |  |  |
| <p>D. Investigate current and emerging methods to diagnose, and treat diseases and health conditions.</p>   |  |  | <p>Identify types of healthcare facilities and ways to select a healthcare provider.</p>   |  |  | <p>Presentation by school nurse or a local provider. /<br/><br/>Using the computer, find new and emerging methods by assigning conditions and diseases to individual student to research. /<br/><br/>(computer research, presentation of findings)</p> |  |  |
| <p>E. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.</p>   |  |  | <p>Describe protective factors to reduce the risk of injuries in the school, home, and community.</p>  |  |  | <p>Create an accident prevention poster/board for causes of injuries. /<br/><br/>Create a prevention checklist including conclusions about safety precautions. /<br/><br/>Small group, presentation</p>  |  |  |
| <p>F. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.</p>   |  |  | <p>Examine how a negative or positive environment promotes, protects or hinders an individual's growth.</p>  |  |  | <p>Cause and effect – record the effects of various aspects of an individuals social-emotional environment and the steps to follow from these behavior. (Self-esteem, health, communication). /<br/><br/>Small groups, chart</p>                       |  |  |
| <p><b>RESOURCES</b></p>   |  |  |  |  |  |  |  |  |
| <p>1. <i>Texts</i><br/>2. <i>Books</i><br/>3. <i>Charts, paper and writing instrument (for teacher's use)</i><br/>4. <i>Materials</i><br/>5. <i>Computer – internet</i></p> |  |  |  |  |  |  |  |  |

**GRADE 7 Comprehensive Health and Physical Education Standard 2.2 (Integrated Skills) All students will use health enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.**

| <p><i>A. Communication</i><br/><i>B. Decision Making</i></p> <p><i>C. Planning and Goal Setting</i><br/><i>D. Character Development</i></p> <p><i>E. Leadership, Advocacy and Service</i><br/><i>F. Health Services and Careers</i></p> |  |  |
|---|--|--|
| <p><b>Benchmarks</b><br/>By the end of Grade 7 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>   | <p><b>Grade Specific Concepts/Skills</b><br/>By the end of the grade level listed above, to meet Grade 8 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p> | <p><b>Student Activities/Evidence</b><br/>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p>  |
| <p>A. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.</p>   | <p>Discuss the steps to follow to make responsible decisions regarding health issues.</p> <ol style="list-style-type: none"> <li>1. Need of information</li> <li>2. Where to find info</li> <li>3. Locate and evaluate.</li> </ol>                       | <p>Explain the important of research information from various sources. Students will choose a health-related product and investigate its claims (assignment, paragraph). /</p> <p>Small group, assignment computer</p> |
| <p>B. Demonstrate and assess the use of decision-making skills in health and safety situations.</p>   | <p>Analyze a personal health assessment to determine health strengths and risks.</p>   | <p>Develop a skit in small groups to act out on a prompt scenario (i.e. argument, conflict, cutting class, last available locker). /</p> <p>Small group, class discussion, role-playing</p>                            |
| <p>C. Describe factors that support or hinder the achievement of personal health goals.</p>   | <p>Identify factors that support or deter an individual from long and short-term health goals.</p>   | <p>List risk behaviors that may influence teens in not achieving their personal goals. (Drugs, alcohol, friendships, relationship, etc.) /</p> <p>List, small group</p>  |
| <p>D. Explain how character development can be enhanced and supported by an individual, group, and/or team activities.</p>  | <p>Describe the personal effects on society of character traits (such as honesty, respect, compassion, non-violence, etc.)</p>   | <p>Choose a person as a role model to interview; develop 10 questions to ask on how ones choice shows good character, why, and their effect on the community. /</p> <p>Student project, class presentation</p>         |

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|--|--|--|--|--|--|---|--|--|
| <p><b>Benchmarks</b><br/>By the end of Grade 7 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>                                    |  |  | <p><b>Grade Specific Concepts/Skills</b><br/>By the end of the grade level listed above, to meet Grade 8 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p> |  |  | <p><b>Student Activities/Evidence</b><br/>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p> |  |  |
| <p>E. Demonstrate the ability to function effectively in both leadership and supportive roles.</p>   |  |  | <p>Explain how to influence others to make positive choices and work cooperatively with them.</p>  |  |  | <p>Research a popular figure in society and discover what leadership roles he/she possesses and ones affect on society. /</p> <p>Computer, class presentation</p>       |  |  |
| <p>F. Compare and contrast health fitness services available in the school and community.</p> <p>Demonstrate how to access them, and evaluate each comparing benefits and costs.</p> |  |  | <p>Examine sources of health information and health services offered in the community (i.e. physical schools, fitness gyms, YMCA etc.</p>  |  |  | <p>Discuss consumerism and tell how to become an expert buyer and an educated consumer. /</p> <p>Class discussion, guided questions</p>                                 |  |  |
| <p><b>RESOURCES</b></p>  |  |  |  |  |  |   |  |  |
| <p>1. <i>Texts</i><br/>2. <i>Books</i><br/>3. <i>Materials</i><br/>4. <i>Tape recorder</i></p>   |  |  |  |  |  |   |  |  |

**GRADE 7 Comprehensive Health and Physical Education Standard 2.3 (Drugs and Medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.**

| <b>A. Medicines</b>   |  |  | <b>B. Alcohol, Tobacco and Other Drug.</b>  |  |  | <b>C. Dependency/Addiction and Treatment</b>  |  |  |
|---|--|--|---|--|--|---|--|--|
| <b>Benchmarks</b>   |  |  | <b>Grade Specific Concepts/Skills</b>   |  |  | <b>Student Activities/Evidence</b>  |  |  |
| By the end of Grade 7 at developmentally appropriate levels of increasing complexity and skill, all students should:              |  |  | By the end of the grade level listed above, to meet Grade 8 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: |  |  | The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:   |  |  |
| A. Compare and contrast commonly used over-the-counter medicines.   |  |  | Examine the different medicines, dosage and their use for common conditions and ailments.   |  |  | Discuss teens attitudes towards health commercials, smart shopping, quackery, and government protection. /<br><br>List and chart the different agencies that oversee drugs, media, etc                                |  |  |
| B. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.        |  |  | Explain the long-term effects of tobacco use on the various body systems and explain the positive health behaviors that can reduce the risk of disease.   |  |  | Identify the hazards of smoking and tobacco. /<br><br>List/draw the various systems and show the effects on each of smoking and tobacco use. /<br><br>Small group, presentation, art work                             |  |  |
| C. Analyze the physical, social, and emotional indicators and stages of dependency.   |  |  | Describe the difference in the types of dependencies (tolerance, physiological, reliance.)  |  |  | Discuss ways tolerance and dependency are determined using different substances (i.e. tobacco, alcohol, drugs) /<br><br>Create a diagram and/or list on how this occurs.<br><br>Small group, class presentation, list |  |  |
| <b>RESOURCES</b>  |  |  |   |  |  |   |  |  |
| <ol style="list-style-type: none"> <li>1. Textbooks</li> <li>2. Handouts</li> <li>3. Charts</li> <li>4. Guest speakers</li> </ol> |  |  |   |  |  |   |  |  |

**GRADE 7 Comprehensive Health and Physical Education Standard 2.4 (Human Relationships, and Sexuality) All students will learn the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

| <b>A. Relationships</b>  |  |  | <b>B. Sexuality</b>  |  |  | <b>C. Pregnancy and Parenting</b>   |  |  |
|--|--|--|--|--|--|---|--|--|
| <b>Benchmarks</b><br>By the end of Grade 7 at developmentally appropriate levels of increasing complexity and skill, all students should:  |  |  | <b>Grade Specific Concepts/Skills</b><br>By the end of the grade level listed above, to meet Grade 8 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: |  |  | <b>Student Activities/Evidence</b><br>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:   |  |  |
| A. Compare and contrast the current and historical role of marriage and the family in community and society.   |  |  | Describe the different types of families and the responsibilities regarding the community.   |  |  | Divide students into different type of families. Assign each family a common family concern. /<br><br>Each family will discuss ways to resolve the issue. (differences will occur). /<br><br>Small group presentation, guided questions |  |  |
| B. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.   |  |  | Explain what changes occur during puberty and explain why (male and female) need to prepare adolescence for adulthood.   |  |  | Describe differences in gender roles among different cultures, and explain the affect that nutrition and environment have on those cultural roles. /<br><br>Guided questions, chart discussion  |  |  |
| C. Describe fertilization and each stage of embryonic and fetal development.   |  |  | Discuss the trimesters of fetal development and the growth patterns which occur during each stage.   |  |  | Divide the class into (3) groups trimesters to list, chart and display changes that occur in each stage of pregnancy. /<br><br>Art work display, list, chart, computer  |  |  |
| <b>RESOURCES</b>   |  |  |  |  |  |   |  |  |
| <ol style="list-style-type: none"> <li>1. Text</li> <li>2. Materials – paper, pencils, arts and craft supplies.</li> <li>3. Internet</li> <li>4. Charts, paper and writing instrument (for teacher use)</li> <li>5. Computer-internet</li> </ol> |  |  |  |  |  |   |  |  |

**GRADE 7 Comprehensive Health and Physical Education Standard 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

| <p><i>A. Movement Skills</i><br/><i>B. Movement Concepts</i> <span style="margin-left: 150px;"><i>C. Strategy</i><br/><i>D. Sportsmanship, Rules and Safety</i></span> <span style="margin-left: 150px;"><i>E. Sports Psychology</i></span></p> |  |   |
|---|--|---|
| <p><b>Benchmarks</b><br/>By the end of Grade 7 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>   | <p><b>Grade Specific Concepts/Skills</b><br/>By the end of the grade level listed above, to meet Grade 8 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p> | <p><b>Student Activities/Evidence</b><br/>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:</p>           |
| <p>A. Demonstrate mechanically correct form and control when using movement skills.</p>   | <p>Recognize proper and improper skill mechanics and identify performance deficiencies.</p>  | <p>Combine skills and strategies to participate in modified or regular forms of physical activities. /</p> <p>Teacher observation, practical assessment, checklist</p>            |
| <p>B. Describe how equilibrium, rotation, and range of motion impact performance.</p>   | <p>Analyze skills used in movement by applying bio-mechanic principles.</p>  | <p>Demonstrate competency without a cue in a specialized sport/game/skills. /</p> <p>Teacher observation, student participant</p>   |
| <p>C. Compare and contrast offensive, defensive, and cooperative strategies, and use them effectively in applied settings.</p>  | <p>Apply strategies and safety practices to a modified game situation.</p>   | <p>Emphasize rules, safety precautions, sportsmanship, and values for each activity. /</p> <p>Teacher observation, check list</p>   |
| <p>D. Analyze participant, and observe behaviors for evidence of good sportsmanship.</p>  | <p>Discuss sportsmanship in a variety of sports and cultures.</p>  | <p>Rotate captains/leaders for the variety of physical activities. Describe how the teams are different/similar with new leaders. /</p> <p>Guided discovery, fair equal teams</p> |

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|--|--|--|--|--|--|---|--|--|
| <b>Benchmarks</b><br>By the end of Grade 7 at developmentally appropriate levels of increasing complexity and skill, all students should:    |  |  | <b>Grade Specific Concepts/Skills</b><br>By the end of the grade level listed above, to meet Grade 8 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: |  |  | <b>Student Activities/Evidence</b><br>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency: |  |  |
| E. Use specific strategies, including visualization and positive self talk, to prepare for physical activity and assess their effectiveness. |  |  | Analyze realistic goals and their effect on self and the group.  |  |  | Determine the differences between teamwork, team play, and individual preparation. /<br><br>Self assessment, teacher observation.                               |  |  |

**RESOURCES**

1. *Gymnasium or large space conducive to movement*
2. *Equipment – balls, jump ropes, cones, etc.*
3. *Video recorder and television*



**GRADE 7 Comprehensive Health and Physical Education Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

| <b>GRADE 7 Comprehensive Health and Physical Education Standard 2.6 (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b> |  |   |
|---|--|---|
| <b>A. Fitness and Physical Activity</b>   | <b>B. Training</b>   | <b>C. Achieving and Assessing Fitness</b>   |
| <b>Benchmarks</b><br>By the end of Grade 7 at developmentally appropriate levels of increasing complexity and skill, all students should:   | <b>Grade Specific Concepts/Skills</b><br>By the end of the grade level listed above, to meet Grade 8 benchmarks, all student should be able to do the following using increasingly complex materials linked to increasingly skilled performance: | <b>Student Activities/Evidence</b><br>The following are examples of tasks/classroom assessments that provide evidence of students' progress toward proficiency:   |
| A. Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.  | Recognize the benefits of physical activities as a way of life and their influence on the community.   | Create a personal improvement plan, and tell how it affects behavior. /<br><br>Individual project, chart, computer  |
| B. Recognize signs and symptoms that warrant exercise termination and possibly follow-up with a healthcare professional.  | Explain the PRICE treatment for possible injuries.<br><br>P-rotect<br>R-est<br>I-ce<br>C-ompress<br>E-levate<br><br>For possible injuries.   | Using critical thinking skills, determine as a group when to seek professional assistance for existing conditions and possible injuries. /<br><br>Create a “signs and symptoms” chart of common injuries. /<br><br>Small group presentation, evaluation, computer |
| C. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.   | Explain “FIT” fitness?<br>F- requency<br>I- ntensity<br>T- ime   | Create one component of fitness and increase either the Frequency Intensity or Time List the activities used. /<br><br>Personal improvement plan  |
| <b>RESOURCES</b>  |  |   |
| <ol style="list-style-type: none"> <li>1. <i>Gymnasium or space for activity</i></li> <li>2. <i>PE equipment – ropes, balls, scooters, cones, etc.</i></li> <li>3. <i>Video</i></li> </ol>                                  |  |   |

