

# Grade 7

Adopted 2011

## Physical Education and Leisure

### **2: Movement Concepts: Students shall understand movement concepts, principles, and strategies that apply to the performance of physical activity.**

#### Body Awareness

1. Execute more advanced musculoskeletal techniques of movement necessary to perform a variety of activities [PEL.2.7.1](#)

#### Spatial Awareness

2. Examine spatial awareness while performing a variety of physical activities [PEL.2.7.2](#)

#### Balance and Weight Bearing Activities

3. Practice and refine the sequences of rolling, balance, and weight transfer demonstrating smooth transition [PEL.2.7.3](#)

#### Rhythms and Dance

4. Select alternative steps for established dance routines [PEL.2.7.4](#)

#### Knowledge and Strategies

5. Exhibit appropriate rules and strategies for competition in individual, dual, team, and recreational sports and activities [PEL.2.7.5](#)

#### Academic Integration

6. Integrate academic content into physical activities [PEL.2.7.6](#)

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**3: Health-Related Fitness: Students shall understand how health-related fitness can improve individual health.**

Cardiorespiratory Endurance

1. Participate in individual cardio-respiratory endurance activity [PEL.3.7.1](#)
2. Develop and follow a personal fitness plan that integrates the FITT principle:
  - <li>Frequency</li><li>Intensity</li><li>Time</li><li>Type</li></ul> [PEL.3.7.2](#)

Body Composition

3. Develop and use physical activities to improve body composition [PEL.3.7.3](#)

Flexibility

4. Develop flexibility to decrease incidents of injury [PEL.3.7.4](#)

Muscular Strength and Endurance

5. Explore a variety of muscle building activities [PEL.3.7.5](#)

Student Fitness Outcomes

6. Participate in a nationally recognized health-fitness assessment:<ul><li>cardio-respiratory endurance</li><li>body composition</li><li>muscular strength and endurance</li><li>flexibility</li></ul> [PEL.3.7.6](#)

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**4: Lifetime Activities and Recreation: Students shall understand the importance of health benefits and enjoyment from participating in lifetime recreational activities.**

Benefits of Lifetime Activities

1. Compare and contrast individual choice of activity and how it may change throughout life [PEL.4.7.1](#)

Lifetime Sports and Recreation

2. Discuss the way environment influences recreational and career choices [PEL.4.7.2](#)

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**5: Personal and Social Behavior: Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings.**

Personal Behavior

1. Accept and respect the decisions made by game officials and other authority figures [PEL.5.7.1](#)

Social Behavior

2. Analyze the role of physical activity in understanding individual differences [PEL.5.7.2](#)
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## Health and Wellness

### **6: Human Growth and Development Students shall understand characteristics relating to growth and development.**

#### Body Systems

1. Examine the interaction between the body systems [HW.6.7.1](#)
  2. Examine changes that occur during adolescence [HW.6.7.2](#)
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### **7: Disease Prevention: Students shall understand components related to disease prevention and exhibit behaviors to promote health.**

#### Communicable and Noncommunicable Diseases

1. Identify ways individuals can reduce risk factors related to communicable and chronic diseases [HW.7.7.1](#)
  2. Demonstrate ways individuals can reduce risk factors related to disease [HW.7.7.2](#)
  3. Recognize the warning signs of cancer:
    - change in bowel or bladder habits
    - a sore that does not heal
    - unusual bleeding or discharge
    - thickening or lump in the breast or elsewhere
    - indigestion or difficulty swallowing
    - obvious change in a wart or mole
    - nagging cough or hoarseness[HW.7.7.3](#)
  4. Discuss the physical and social consequences associated with sexually transmitted infections (STIs) contraction [HW.7.7.4](#)
  5. Describe specific symptoms of STI [HW.7.7.5](#)
  6. Identify ways to prevent and treat STIs [HW.7.7.6](#)
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### **8: Community Health and Promotion: Students shall demonstrate the ability to access valid health information, products, and services that promote consumer, community, and environmental health.**

#### Health Information, Services, and Products

1. Research community resources for diagnosing and treating health issues [HW.8.7.1](#)

#### Environmental and Community Health

2. Identify available resources that provide information which promotes environmental and community health [HW.8.7.2](#)

#### Media and Technology

3. Discuss the validity of media messages before the purchase of products [HW.8.7.3](#)

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**9: Healthy Life Skills and Relationships: Students shall demonstrate the ability to use appropriate skills to enhance relationships and promote wellness.**

Interpersonal Relationships and Human Sexuality

1. Recognize the consequences of sexual interaction:
  - emotional
  - social
  - physical HW.9.7.1
2. Develop solution skills for conflict:
  - avoidance
  - resolutions
  - confrontation HW.9.7.2
3. Model refusal skills that may be used when pressured to exhibit inappropriate behavior HW.9.7.3
4. Identify the benefits of abstinence as it relates to risky behaviors HW.9.7.4

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**10: Alcohol, Tobacco, and Other Drugs: Students shall comprehend substance use, abuse, and the ability to use decision-making skills to enhance health.**

Medicine

1. Predict how misuse of medication could lead to dependency [HW.10.7.1](#)

Tobacco

2. Chart the damage to different body systems caused by longterm tobacco use [HW.10.7.2](#)
3. Identify the legal issues and consequences of under-age use, possession, and purchase of tobacco products [HW.10.7.3](#)
4. Analyze how messages from media sources influence tobacco use [HW.10.7.4](#)

Alcohol

5. Explain diseases caused by alcohol abuse:
  - alcoholism
  - cirrhosis of liver
  - fetal alcohol syndrome (FAS)[HW.10.7.5](#)
6. Identify the legal issues and discuss the consequences of alcohol use and/or possession:
  - under age
  - blood alcohol concentration (BAC)
  - driving under the influence (DUI)[HW.10.7.6](#)

Other Drugs

7. Identify the physical, emotional, and social effects of the following drugs:
  - prescription drugs
  - crystal methamphetamine
  - "date-rape drug"
  - performance-enhancing drugs
  - marijuana
  - over-the-counter drugs
  - other dangerous drugs[HW.10.7.7](#)
8. Discuss legal boundaries involved with the use and abuse of each drug category [HW.10.7.8](#)
9. Analyze the legal and social consequences of repetitive illicit drug offenses [HW.10.7.9](#)

Refusal Skills and Prevention Strategies

10. Discuss the different prevention strategies used to avoid addictive substances [HW.10.7.10](#)
11. Identify family, peer, legal, and cultural influences in avoiding the use of all addictive substances [HW.10.7.11](#)

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**11: Personal Health and Safety: Students shall recognize and practice health-enhancing behaviors to reduce health risks.**

Personal Health

1. Examine skills necessary to manage mental and emotional health:
  - <li>defense mechanisms</li><li>self-talk</li><li> coping skills</li><li>stress management</li></ul> HW.11.7.1
  - 2. Discuss the warning signs of depression and suicidal thoughts HW.11.7.2
  - 3. Discuss the benefits of safe behavior and the consequences of risky behavior HW.11.7.3
  - 4. Identify suicide prevention strategies:
    - <li>counseling</li><li>hot-line</li><li>trusted adult</li></ul> HW.11.7.4

Personal Hygiene

5. Examine the importance of good hygiene as the body develops HW.11.7.5

Oral Health

6. Identify diseases related to poor oral health:
  - <li>dental cavities</li><li>gingivitis</li><li>leukoplakia</li><li>periodontitis</li><li>halitosis</li></ul> HW.11.7.6
  - 7. Describe the hazards of specific tobacco products on oral health HW.11.7.7
  - 8. Discuss the risks of oral piercing on oral health HW.11.7.8

Safety

9. Practice safety procedures for the following:
  - <li>weather</li><li>transportation</li><li>food</li><li>fire</li><li>recreational (e.g., swimming, boating, camping, hunting, biking)</li></ul> HW.11.7.9
  - 10. Model first aid and emergency procedures using role playing, skits, or another performance-based method HW.11.7.10
  - 11. Develop responses to avoid situations that threaten personal safety:
    - <li>using conflict resolution</li><li>reporting bullying and sexual harassment</li><li>traveling in pairs</li></ul> HW.11.7.11
    - 12. Identify individuals and other sources to help and report abuse HW.11.7.12

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**12: Nutrition: Students shall understand concepts related to nutrition and develop skills for making healthy food choices.**

Healthy Eating Habits

1. Identify factors that influence food choices:
  - <li>time</li>  
<li>cost/availability</li><li>culture</li><li>location</li><li>peers</li>  
<li>media</li><li>family</li><li>body image</li></ul> HW.12.7.1
  - 2. Discuss a personal eating plan and physical activity schedule for weight management HW.12.7.2

Food and Nutrition

3. Explain how nutrients affect risk factors for the following four common chronic diseases:
  - <li>cancer</li><li>cardiovascular disease</li>  
<li>osteoporosis</li><li>type II diabetes</li></ul> HW.12.7.3
  - 4. Analyze a daily nutrition log based on Nutrition Facts labels HW.12.7.4
  - 5. Describe causes, symptoms, consequences, and treatments for the three most common eating disorders:
    - <li>bulimia</li><li>anorexia nervosa</li>  
<li>binge eating</li></ul> HW.12.7.5