

Standards Division Document Development Tool (Year Long Course)
Course : 7th Grade Health/Physical Education
2017-2018

<p>First Nine Weeks Standards:</p> <p>Mental and Emotional Health</p> <p>7.MEH.1 Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.</p> <p style="padding-left: 20px;">7.MEH.1.1 Interpret the transition of adolescence, including emotions in flux.</p> <p style="padding-left: 20px;">7.MEH.1.2 Infer the potential outcome from impulsive behaviors.</p> <p style="padding-left: 20px;">7.MEH.1.3 Organize resources (family, school, community) for mental and emotional health problems.</p> <p>7.MEH.2 Evaluate positive stress management strategies.</p> <p style="padding-left: 20px;">7.MEH.2.1 Critique a variety of stress management techniques.</p> <p style="padding-left: 20px;">7.MEH.2.2 Design a stress management plan</p>	<p>Second Nine Weeks Standards:</p> <p>Personal and Consumer Health</p> <p>7.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</p> <p style="padding-left: 20px;">7.PCH.1.1 Explain health and academic consequences of inadequate rest and sleep.</p> <p style="padding-left: 20px;">7.PCH.1.2 Explain environmental, psychological, and social factors affecting excessive sun exposure.</p> <p>7.PCH.2 Analyze the immune system in terms of the organs, their functions, and their interrelationships.</p> <p style="padding-left: 20px;">7.PCH.2.1 Analyze the immune system in terms of the organs, their functions, and their interrelationships.</p> <p>7.PCH.3 Evaluate health</p>	<p>Third Nine Weeks Standards:</p> <p>Mental and Emotional Health</p> <p>7.MEH.1 Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior.</p> <p style="padding-left: 20px;">7.MEH.1.1 Interpret the transition of adolescence, including emotions in flux.</p> <p style="padding-left: 20px;">7.MEH.1.2 Infer the potential outcome from impulsive behaviors.</p> <p style="padding-left: 20px;">7.MEH.1.3 Organize resources (family, school, community) for mental and emotional health problems.</p> <p>7.MEH.2 Evaluate positive stress management strategies.</p> <p style="padding-left: 20px;">7.MEH.2.1 Critique a variety of stress management techniques.</p> <p style="padding-left: 20px;">7.MEH.2.2 Design a stress management plan</p>	<p>Fourth Nine Weeks Standards:</p> <p>Personal and Consumer Health</p> <p>7.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</p> <p style="padding-left: 20px;">7.PCH.1.1 Explain health and academic consequences of inadequate rest and sleep.</p> <p style="padding-left: 20px;">7.PCH.1.2 Explain environmental, psychological, and social factors affecting excessive sun exposure.</p> <p>7.PCH.2 Analyze the immune system in terms of the organs, their functions, and their interrelationships.</p> <p style="padding-left: 20px;">7.PCH.2.1 Analyze the immune system in terms of the organs, their functions, and their interrelationships.</p> <p>7.PCH.3 Evaluate health</p>
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<p>that is appropriate for the situation and individual traits and skills.</p> <p>7.MEH.3 Apply help-seeking strategies for depression and mental disorders.</p> <p>7.MEH.3.1 Identify resources that would be appropriate for treating common mental disorders.</p> <p>7.MEH.3.2 Implement strategies to seek help from an adult for self-destructive thoughts or behaviors.</p> <p>Interpersonal Communication and Relationships</p> <p>7.ICR.1 Understand healthy and effective interpersonal communication and relationships.</p> <p>7.ICR.1.1 Contrast characteristics of healthy and unhealthy relationships.</p> <p>7.ICR.1.2 Predict short-term and long-term</p>	<p>information and products.</p> <p>7.PCH.3.1 Recognize health quackery as a false claim for a cure and the ploys quacks use to promote unproven products and services.</p> <p>7.PCH.3.2 Critique misconceptions about health and the efficacy of health products and services.</p> <p>7.PCH.4 Analyze necessary steps to prevent and respond to unintentional injury.</p> <p>7.PCH.4.1 Deconstruct how the interaction of individual behaviors, the environment, and other factors cause or prevent injuries.</p> <p>7.PCH.4.2 Demonstrate techniques for basic first aid and procedures for treating injuries and other emergencies.</p> <p>7.PCH.4.3 Design plans that reduce the risk of fire-related injuries at home, in school, and in</p>	<p>that is appropriate for the situation and individual traits and skills.</p> <p>7.MEH.3 Apply help-seeking strategies for depression and mental disorders.</p> <p>7.MEH.3.1 Identify resources that would be appropriate for treating common mental disorders.</p> <p>7.MEH.3.2 Implement strategies to seek help from an adult for self-destructive thoughts or behaviors.</p> <p>Interpersonal Communication and Relationships</p> <p>7.ICR.1 Understand healthy and effective interpersonal communication and relationships.</p> <p>7.ICR.1.1 Contrast characteristics of healthy and unhealthy relationships.</p> <p>7.ICR.1.2 Predict short-term and long-term</p>	<p>information and products.</p> <p>7.PCH.3.1 Recognize health quackery as a false claim for a cure and the ploys quacks use to promote unproven products and services.</p> <p>7.PCH.3.2 Critique misconceptions about health and the efficacy of health products and services.</p> <p>7.PCH.4 Analyze necessary steps to prevent and respond to unintentional injury.</p> <p>7.PCH.4.1 Deconstruct how the interaction of individual behaviors, the environment, and other factors cause or prevent injuries.</p> <p>7.PCH.4.2 Demonstrate techniques for basic first aid and procedures for treating injuries and other emergencies.</p> <p>7.PCH.4.3 Design plans that reduce the risk of fire-related injuries at home, in school, and in</p>
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<p>consequences of violence to perpetrators, victims, and bystanders. 7.ICR.1.3 Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways.</p> <p>Nutrition And Physical Activity</p> <p>7.NPA.1 Apply tools (MyPlate, Nutrition Facts Label) to plan healthy nutrition and fitness.</p> <p>7.NPA.1.1 Use the Dietary Guidelines for Americans to eat nutrient-dense foods in moderation.</p> <p>7.NPA.1.2 Analyze Nutrition Facts Labels for nutrients such as proteins, fats and carbohydrates.</p> <p>7.NPA.2 Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less nutrient- dense foods in moderation.</p>	<p>the community at large. 7.PCH.4.4 Create a plan to reduce the risk of water-related injuries.</p> <p>Interpersonal Communication and Relationships</p> <p>7.ICR.2 Remember abstinence from sexual intercourse as a positive choice for young people.</p> <p>7.ICR.2.1 Explain the effects of culture, media, and family values on decisions related to becoming or remaining abstinent</p> <p>7.ICR.2.2 Identify the positive benefits of delaying sexual intercourse.</p> <p>7.ICR.3 Apply strategies that develop and maintain reproductive and sexual health.</p> <p>7.ICR.3.1 Recognize common STDs (including HIV and HPV), modes of</p>	<p>consequences of violence to perpetrators, victims, and bystanders. 7.ICR.1.3 Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways.</p> <p>Nutrition And Physical Activity</p> <p>7.NPA.1 Apply tools (MyPlate, Nutrition Facts Label) to plan healthy nutrition and fitness.</p> <p>7.NPA.1.1 Use the Dietary Guidelines for Americans to eat nutrient-dense foods in moderation.</p> <p>7.NPA.1.2 Analyze Nutrition Facts Labels for nutrients such as proteins, fats and carbohydrates.</p> <p>7.NPA.2 Create strategies to consume a variety of nutrient-dense foods and beverages and to consume less nutrient- dense foods in moderation.</p>	<p>the community at large. 7.PCH.4.4 Create a plan to reduce the risk of water-related injuries.</p> <p>Interpersonal Communication and Relationships</p> <p>7.ICR.2 Remember abstinence from sexual intercourse as a positive choice for young people.</p> <p>7.ICR.2.1 Explain the effects of culture, media, and family values on decisions related to becoming or remaining abstinent</p> <p>7.ICR.2.2 Identify the positive benefits of delaying sexual intercourse.</p> <p>7.ICR.3 Apply strategies that develop and maintain reproductive and sexual health.</p> <p>7.ICR.3.1 Recognize common STDs (including HIV and HPV), modes of</p>
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<p>7.NPA.2.1 Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.</p> <p>7.NPA.2.2 Recall the health benefits of consuming more water.</p> <p>7.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.</p> <p>7.NPA.3.1 Interpret the relationship between poor nutrition and chronic illnesses such as diabetes, cardiovascular diseases and obesity.</p> <p>7.NPA.3.2 Attribute a positive body image to healthy self-esteem and the avoidance of risky eating behaviors.</p> <p>7.NPA.4 Apply lifelong nutrition and health-related</p>	<p>transmission, symptoms, effects if untreated, and methods of prevention.</p> <p>7.ICR.3.2 Summarize the safe and effective use of FDA-approved methods of preventing sexually transmitted diseases.</p> <p>7.ICR.3.3 Recognize that sexual harassment may contribute to sexual abuse and sexual assault and the feelings that result from these behaviors.</p> <p>7.ICR.3.4 Use strategies to be safe, reject inappropriate or unwanted sexual advances, and to report incidences to an adult when assistance is needed.</p> <p>(MS) Motor Skills</p> <p>7.MS.1 Apply competent motor skills and movement patterns needed to perform a</p>	<p>7.NPA.2.1 Compare weight management strategies for healthy eating patterns, including attention to portion and serving sizes.</p> <p>7.NPA.2.2 Recall the health benefits of consuming more water.</p> <p>7.NPA.3 Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.</p> <p>7.NPA.3.1 Interpret the relationship between poor nutrition and chronic illnesses such as diabetes, cardiovascular diseases and obesity.</p> <p>7.NPA.3.2 Attribute a positive body image to healthy self-esteem and the avoidance of risky eating behaviors.</p> <p>7.NPA.4 Apply lifelong nutrition and health-related</p>	<p>transmission, symptoms, effects if untreated, and methods of prevention.</p> <p>7.ICR.3.2 Summarize the safe and effective use of FDA-approved methods of preventing sexually transmitted diseases.</p> <p>7.ICR.3.3 Recognize that sexual harassment may contribute to sexual abuse and sexual assault and the feelings that result from these behaviors.</p> <p>7.ICR.3.4 Use strategies to be safe, reject inappropriate or unwanted sexual advances, and to report incidences to an adult when assistance is needed.</p> <p>(MS) Motor Skills</p> <p>7.MS.1 Apply competent motor skills and movement patterns needed to perform a</p>
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<p>fitness concepts to enhance quality of life.</p> <p>7.NPA.4.1 Design goals for increasing physical activity and strategies for achieving those goals.</p> <p>7.NPA.4.2 Implement a personal fitness plan that balances caloric intake and expenditure.</p> <p>Alcohol, Tobacco, and Other Drugs</p> <p>7.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.</p> <p>7.ATOD.1.1 Explain the common sequence of substance abuse that leads to serious health risks.</p> <p>7.ATOD.1.2 Explain health risks resulting from injection drug use.</p> <p>7.ATOD.1.3 Predict consequences of abuse of over-the-counter medicines from</p>	<p>variety of physical activities.</p> <p>PE.7.MS.1.1 Execute complex combinations of movements specific to game, sport, or physical activity settings in at least one of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, or gymnastics.</p> <p>PE.7.MS.1.2 Illustrate fundamental motor skills and complex skills that contribute to movement proficiency in small-sided game situations.</p> <p>PE.7.MS.1.3 Execute basic offensive and defensive strategies for an invasion game or net/wall activity.</p> <p>PE.7.MS.1.4 Create movement combinations in rhythmic activities with</p>	<p>fitness concepts to enhance quality of life.</p> <p>7.NPA.4.1 Design goals for increasing physical activity and strategies for achieving those goals.</p> <p>7.NPA.4.2 Implement a personal fitness plan that balances caloric intake and expenditure.</p> <p>Alcohol, Tobacco, and Other Drugs</p> <p>7.ATOD.1 Understand the health risks associated with alcohol, tobacco, and other drug use.</p> <p>7.ATOD.1.1 Explain the common sequence of substance abuse that leads to serious health risks.</p> <p>7.ATOD.1.2 Explain health risks resulting from injection drug use.</p> <p>7.ATOD.1.3 Predict consequences of abuse of over-the-counter medicines from</p>	<p>variety of physical activities.</p> <p>PE.7.MS.1.1 Execute complex combinations of movements specific to game, sport, or physical activity settings in at least one of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, or gymnastics.</p> <p>PE.7.MS.1.2 Illustrate fundamental motor skills and complex skills that contribute to movement proficiency in small-sided game situations.</p> <p>PE.7.MS.1.3 Execute basic offensive and defensive strategies for an invasion game or net/wall activity.</p> <p>PE.7.MS.1.4 Create movement combinations in rhythmic activities with</p>
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<p>information provided by the manufacturers of these medicines.</p> <p>7.ATOD.1.4. Explain how drug dependence and addiction create barriers to achieving personal goals.</p> <p>7.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</p> <p>7.ATOD.2.1 Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.</p> <p>7.ATOD.2.2 Design methods of avoiding the consequences of tobacco, including addiction, by seeking resources for prevention and cessation.</p>	<p>an emphasis on keeping to the beat of the music.</p> <p>(MC) Movement Concepts</p> <p>7.MC.2 Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.</p> <p>PE.7.MC.2.1 Apply concepts from other disciplines, such as physics, to movement skills.</p> <p>PE.7.MC.2.2 Contrast information from a variety of sources, both internal and external, in terms of their relevance to guiding, improving, and modifying performance.</p> <p>PE.7.MC.2.3 Apply game strategies and tactics at appropriate times and in appropriate ways.</p>	<p>information provided by the manufacturers of these medicines.</p> <p>7.ATOD.1.4. Explain how drug dependence and addiction create barriers to achieving personal goals.</p> <p>7.ATOD.2 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</p> <p>7.ATOD.2.1 Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.</p> <p>7.ATOD.2.2 Design methods of avoiding the consequences of tobacco, including addiction, by seeking resources for prevention and cessation.</p>	<p>an emphasis on keeping to the beat of the music.</p> <p>(MC) Movement Concepts</p> <p>7.MC.2 Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.</p> <p>PE.7.MC.2.1 Apply concepts from other disciplines, such as physics, to movement skills.</p> <p>PE.7.MC.2.2 Contrast information from a variety of sources, both internal and external, in terms of their relevance to guiding, improving, and modifying performance.</p> <p>PE.7.MC.2.3 Apply game strategies and tactics at appropriate times and in appropriate ways.</p>
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	<p>PE.7.MC.2.4 Understand the relationship between one's social life and healthy habits, such as physical activity, nutrition, and sleep.</p> <p>(HF) Health-Related Fitness</p> <p>7.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.</p> <p>PE.7.HF.3.1 Use the gender- and age-related health-related physical fitness standards defined by an approved fitness assessment to self evaluate fitness levels.</p> <p>PE.7.HF.3.2 Analyze data to examine the relationship between physical activity and caloric intake.</p> <p>PE.7.HF.3.3 Illustrate a variety of training methods.</p>		<p>PE.7.MC.2.4 Understand the relationship between one's social life and healthy habits, such as physical activity, nutrition, and sleep.</p> <p>(HF) Health-Related Fitness</p> <p>7.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.</p> <p>PE.7.HF.3.1 Use the gender- and age-related health-related physical fitness standards defined by an approved fitness assessment to self evaluate fitness levels.</p> <p>PE.7.HF.3.2 Analyze data to examine the relationship between physical activity and caloric intake.</p> <p>PE.7.HF.3.3 Illustrate a variety of training methods.</p>
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(PR) Personal/Social Responsibility

7.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

PE.7.PR.4.1 Contrast between appropriate and inappropriate strategies to seek greater independence from adults when completing assigned tasks.

PE.7.PR.4.2 Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.

PE.7.PR.4.3 Understand the role of diversity in physical activity, respecting limitations and strengths of members of a variety of groups.

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First Semester Standards (Objectives that may take the full first semester to teach)		Second Semester Standards (Objectives that may take the full second semester to teach)	
Year Long Standards (Objectives that may take the full year to teach) Click here to enter text.			

Proposed Benchmark Frequency: Every 9 weeks Comments(optional):

Name of Person/People Submitting this form: Katelyn Williams, Debbie Hicks, Bonnie Schroder
