

GRADE 7 Physical & Health Education INSTRUCTIONAL PACING GUIDE

Standard 1: The student will demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: The student will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities.
Standard 3: The student will participate regularly in physical activity.
Standard 4: The student will achieve and maintain a health-enhancing level of physical fitness.
Standard 5: The student will exhibit responsible personal and social behavior that respects self and others in physical-activity settings.
Standard 6: The student will demonstrate awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and social interaction.

DATES TAUGHT			RESOURCES (MANIPULATIVES, RTI, KITS, UNITED STREAMING, ETC.)
FIRST NINE WEEKS			
	8-1.1	Demonstrate basic skills and tactics during a three-on-two modified team sport (for example, passing to open space during a three-on-two soccer game).	3 DAYS
	8-2.1	Identify critical elements/learning cues of movement forms that characterize a skilled performance in a particular physical activity or sport (for example, recognize “balance, eyes, elbows and follow through” as learning cues for performing a free throw).	7 DAYS
	8-2.3	Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on FITT (frequency, intensity, type, and time) training principles.	
	8-2.4	Integrate prior knowledge of movement concepts into new learning experiences in the physical-activity setting (for example, state the similarities between the overhand throwing pattern and the overhand volleyball serve).	
	8-2.5	Identify selected physical-activity experiences for social, emotional, and health benefits (for example, jogging to reduce stress, walking with a friend for social interaction).	
	8-2.6	Identify tactics within movement forms and explain how to use them effectively in modified situations (for example, explain why hitting the ball away from the opponent when playing tennis is an offensive strategy).	
	8-3.1	Monitor his or her own participation in physical activity (for example, maintains an activity log for a seven-day period, documenting progress toward achievement of personal goals).	5 DAYS
	8-3.2	Identify community resources to support varied opportunities for participation in physical activity outside of physical education class (for example, YMCA programs, city recreation programs, biking paths, walking trails).	
	8-4.2	Implement a plan, with limited teacher assistance, to improve or maintain desired levels of health-related physical fitness (for example, when flexibility criteria is not achieved, select and perform appropriate exercises until the goal is achieved).	5 DAYS
	8-4.3	Participate in health-related physical fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league).	
	8-5.1	Work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical-activity settings (for example, consider ideas from all group members when creating an aerobic dance routine).	10 DAYS
	8-5.2	Recognize and resolve potential conflicts in physical-activity settings (for example, shows self-control by accepting a controversial decision of an official).	
	8-5.3	Accept differences among people and make an effort to include a diversity of participants in physical-activity events (for example, seeks out, participates with, and shows respect for peers with different ability levels).	
	8-5.4	Accept responsibility for behaving in a safe and productive manner in physical-activity settings (for example, without teacher prompting, use equipment as intended).	

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FIRST NINE WEEKS CONTINUED

	8-6.1 Seek and explore physical-activity opportunities that provide personal meaning and enjoyment (for example, participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails).	10 DAYS	
	8-6.2 Seek and explore health-enhancing physical activities that provide challenge and offer opportunities for problem solving, decision making, and appropriate risk-taking (for example, participate in physically challenging team building games).		
	8-6.3 Use movement to express personal feelings (for example, use appropriate movement qualities to express emotion such as demonstrating anger through forceful and strong bodily movements).		

ADMINISTER COMMON ASSESSMENT 1

Standard 1: The student will comprehend concepts related to health promotion to enhance health.
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Standard 7: The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
Standard 8: The student will demonstrate the ability to advocate for personal, family, and consumer health.

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SECOND NINE WEEKS

	M-7.1.1 Identify situations that may require professional mental, emotional, and social health services.	2 DAYS	
	I-7.1.1 Discuss the consequences of gangs and bullying, including cyberbullying .		
	I-7.1.2 Identify emergency situations (for example, choking, drowning, poisoning) and safe methods of responding to them (CPR [cardiopulmonary resuscitation] and universal precautions).		
	D-7.1.1 Compare and contrast drug misuse, drug abuse, and drug dependence.	3 DAYS	
	D-7.1.2 Describe risks associated with ATOD use, dependence, and addiction.		
	D-7.1.3 Discuss the impact of ATOD use and abuse on the individual, his or her peers, and family members.		
	D-7.1.4 Define the term " social norms " and explain how these norms pertain to ATOD use.		
	D-7.1.5 Describe positive alternatives to ATOD use.		
	D-7.1.6 Describe the short- and long-term effects and consequences of ATOD use (including the impact on fetal development).		
	G-7.1.1 Explain the structures and functions of the male and female reproductive systems. ☐☐	9 DAYS	
	G-7.1.2 Describe the advantages of abstinence . ☐☐		
	G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.		
	G-7.1.4 Identify reproductive problems found in males and females. ☐☐		
	G-7.1.5 Describe signs and symptoms of STIs/STDs, HIV, and AIDS .		
	G-7.1.6 Identify effective treatments for STIs/STDs, HIV, and AIDS .		
	G-7.1.7 Explain effective methods for the prevention of STIs/STDs and HIV . ☐☐		
	G-7.1.8 Explain effective methods for the prevention of unintended pregnancy. ☐☐		
	G-7.1.9 Define the terms " dating violence ," " sexual harassment ," and " sexual abuse ." ☐☐		

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P-7.1.1	Identify ways to prevent or lessen common adolescent health issues (for example, acne, disordered eating , inactivity).	2 DAYS	
P-7.1.2	Explain how oral health problems can affect overall health.		
P-7.1.3	Analyze ways that hereditary and environmental factors affect personal health.		
N-7.1.1	Explain why a person should follow the federal dietary guidelines.	5 DAYS	
N-7.1.2	Analyze the benefits of healthy eating in relation to disease prevention.		
N-7.1.3	Identify signs and symptoms of disordered eating .		
N-7.1.4	Define the term “hydration” and explain the benefits of hydration during physical activity.		
N-7.1.5	Explain the benefits of engaging in moderate to vigorous physical activity daily.		
N-7.1.6	Analyze the relationship between food, calories , and physical activity.		
N-7.1.7	Explain safe food handling and preparation.		
D-7.2.1	Analyze the influence of culture and the media on ATOD use and nonuse.	4 DAYS	

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G-7.2.1	Explain ways that culture and the media influence family and peer attitudes toward sexuality .		
G-7.2.2	Discuss the influence of others on an individual’s views and behaviors regarding his or her own sexuality including physical appearance.		
P-7.2.1	Explain ways that personal perceptions of social norms influence healthy and unhealthy behaviors.		
P-7.2.2	Analyze ways that environmental conditions affect personal and community health.		
N-7.2.1	Analyze ways that culture and the media influence an individual’s food choices and physical activity.		
N-7.2.2	Examine the influence of screen time on the physical activity levels of adolescents.		
I-7.3.1	Demonstrate the ability to utilize resources at home and in the school and community that provide valid safety information and services.	3 DAYS	
D-7.3.1	Access valid resources for ATOD -related problems.		
G-7.3.1	Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs .		
G-7.3.2	Locate valid information and resources related to dating violence, sexual harassment, and sexual abuse . ☐☐		
M-7.4.1	Explain how talking about feelings and emotions promotes mental health.	3 DAYS	
I-7.4.1	Demonstrate effective conflict management or resolution strategies.*		
G-7.4.1	Demonstrate communication and refusal skills to promote abstinence and to avoid risk behaviors. ☐☐		
P-7.4.1	Demonstrate how to ask for assistance to enhance the health of self and others.*		
D-7.5.1	Apply a decision-making process to ATOD issues.	3 DAYS	
D-7.5.2	Explain ways that a person’s decisions about ATOD affect relationships with his or her family members and peers.		
G-7.5.1	Apply a decision-making process to promote abstinence and to avoid risk behaviors. ☐☐		
N-7.5.1	Use the federal dietary guidelines to compare and contrast food choices from a variety of restaurants.		

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	P-7.6.1	Analyze ways that health goals can vary with changing abilities, priorities, and responsibilities.		
	P-7.6.2	Develop a goal to adopt, maintain, or improve a personal health practice (for example, avoid ATOD , promote safety, brush and floss teeth).		
	N-7.6.1	Set a goal to achieve a balanced diet.		
	N-7.6.2	Set a goal to increase his or her physical activity, monitor the progress of that goal, and make the necessary adjustments to reach it.		
	M-7.7.1	Discuss healthy strategies for managing stress, anger, and other feelings (including depression).	3 DAYS	
	I-7.7.1	Develop injury prevention and treatment strategies for personal and family health.		
	D-7.7.1	Discuss guidelines for using prescription and OTC (over-the-counter) drugs properly.		
	G-7.7.1	Discuss strategies for dealing with harmful behaviors in relationships, including dating violence .		
	P-7.7.1	Describe strategies to detect and treat common health problems.		

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SECOND NINE WEEKS CONTINUED			
	N-7.7.1 Explain the relationship between food selection and oral health.		
	D-7.8.1 Demonstrate ways to advocate remaining drug-free.	3 DAYS	
	P-7.8.1 Advocate for a healthy school, community, and natural environment.		
	N-7.8.1 Demonstrate ways to advocate the benefits of choosing healthy foods and increasing one’s physical activity.		
ADMINISTER COMMON ASSESSMENT 2			

NOTE: THIS INSTRUCTIONAL GUIDE IS BUILT TO ASSIST IN PROVIDING TIME FOR REVIEW AND REMEDIATION FOR STATE ASSESSMENT.