

Seventh Grade Comprehensive Health and PE Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Assessments	Additional Standards
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<p>August - October</p>	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels, and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p>	<p>FitnessGram Pretest: Participate in various fitness exercises/motions: Cardiovascular (walk and jog) Curl-ups Push-ups Sit and Reach Flex Arm Hang Shoulder Trunk Lift</p> <p>Apply their skills and knowledge of strategy by participating in sport specific games while working cooperatively with a group to accomplish a common goal (example: soccer, capture the flag)</p> <p>Students will create a fitness plan and monitor their fitness data toward their own personal fitness goal.</p> <p>Students will perform various sport-specific skills while participating in the unit of instruction. Students will strike a moving object, utilizing proper form in a dynamic environment.</p> <p>Use a self-evaluation tool to provide personal and team feedback on skills and sportsmanship</p> <p>Work as a team to create and work towards collective goals</p> <p>Students will analyze and explain the benefits of properly managed emotions on the group's ability to</p>	<p>Formative Assessments: Teacher Observation Student Feedback Exit tickets Classwork/Homework Teacher/peer conferences Small group/large group discussions Small group work stations Kahoot Ed-Puzzle</p> <p>Summative Assessments: Quizzes Unit Test</p> <p>Benchmark Assessments: BOY Benchmark</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Technology Standard: 8.1.8.DA.1 Organize and transform data collected for the FitnessGram.</p>
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<p>November / January</p>	<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p> <p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</p> <p>2.1.8.SSH.10: Identify short- and long-term contraception and safer sex methods that are effective and describe how to access and use them.</p> <p>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</p> <p>2.1.8.PP.2: Summarize the stages of pregnancy</p>	<p>Review the different factors that contribute to personal wellness.</p> <p>Create a wellness wheel</p> <p>Discuss the impact that genetics, family, personal health practices etc. have on growth and development.</p> <p>Research how technology has helped to maintain and improve public health</p> <p>Define forms of sexual intercourse.</p> <p>Identify the effects hormones have during puberty/adolescence.</p> <p>Discuss the positive benefits of abstinence.</p> <p>Discuss the importance of routine healthcare procedures.</p> <p>Develop strategies to resist peer pressure</p> <p>Using a contraception chart for students to research and fill in (that consists of the name of the product, effectiveness, and how to use), does the method prevent pregnancy; does the method prevent STIs and HIV? What are the possible side effects, and pros and cons?</p> <p>Class discussion on different methods to eliminate or reduce the risk of unintended pregnancy and STI's.</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Whole group/small group work stations Kahoot Ed-Puzzle</p> <p>Summative Assessments: Test Quizzes Written responses Project</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p><u>Accommodations and Modifications</u></p>	<p>Interdisciplinary Standard: Math 7.RP.A.3 Students will convert grams of sugar to teaspoons</p> <p>Technology Standard: 8.2.8.ED.2: Identify the steps that could be used to help those with drug, alcohol or tobacco overuse.</p>
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<p>February - March</p>	<p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.</p> <p>2.2.8.LF.3: Explore by leading oneself and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p>	<p>Students will discuss or research various community locations and organizations in the surrounding area that advance public health.</p> <p>Students will research and present on an athlete or health professional. They will investigate their chosen professional’s personal attributes and how it influenced their career path.</p> <p>Health and PE vocabulary word wall.</p> <p>Students will describe health enhancing behaviors and explain the significance of these behaviors in impacting their personal wellness.</p> <p>Students will participate in a variety of multicultural games or activities.</p> <p>Emotions pre and post check in.</p> <p>Students will use technology as a means to improve and monitor their fitness goals.</p> <p>Create and demonstrate a dance/yoga/aerobic sequence.</p> <p>Rules/procedures made by students to create a safe and cooperative environment.</p> <p>Students will understand the various forms of offensive and defensive strategies in various games.</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework</p> <p>Summative Assessments: Test Quiz</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p><u>Accommodations and Modifications</u></p>	<p>Interdisciplinary Standard:L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Technology Standard: 8.1.8.DA.1 Organize and transform data collected for fitness goals.</p>
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<p>April - June</p>	<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels, and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p> <p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive,</p>	<p>FitnessGram Post-Test: Participate in various fitness exercises/motions: Cardiovascular (walk and jog) Curl-ups Push-ups Sit and Reach Flex Arm Hang Shoulder Trunk Lift</p> <p>Cooperative Learning Activities to promote an inclusive classroom.</p> <p>Students will utilize technology as a means to track their progress.</p> <p>Striking, throwing skills and Track and Field.</p> <p>Students will perform various sport-specific skills while participating in the unit of instruction.</p> <p>Discuss rules and sports etiquette.</p> <p>Game and skill practice using offense and defense skills.</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Small group/large group discussions and work stations Reading aloud</p> <p>Summative Assessments: Unit tests Quizzes</p> <p>Benchmark: EOY FitnessGram</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Technology Standard: 8.1.8.DA.1 Organize and transform data collected for the FitnessGram.</p>
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The designated marking period for Health Instruction may differ each school year.

Instructional/Supplemental Materials: Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org, Healthsmart Text Series

21st Century Standards: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Skills: Collaboration, communication, information literacy, media literacy, technology literacy

Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.