

**PENINSULA SCHOOL DISTRICT**  
**Health & Fitness Curriculum**  
**Seventh Grade**

**1. The student acquires the knowledge & skills necessary to maintain an active life: movement, physical fitness, and nutrition. (Essential Academic Learning Requirement)**

Benchmark 1 Seventh Grade	A Peninsula Seventh Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>1.1 Develop fundamental and complex movement skills, as developmentally appropriate</b>			
1.1.1 Demonstrate physical skills (locomotors, non-locomotors, and manipulative) that contribute to movement proficiency	*		
1.1.2 Perform fundamental skills in a variety of movement activities	<p><b>Demonstrate developmentally appropriate fundamental and complex movement skills</b></p> <ul style="list-style-type: none"> <li>• Perform a movement combinations in rhythmic activities (i.e., step aerobics, funk, social dance)</li> <li>• Perform movement combinations in fundamental and complex skills (Basketball: set-shot, overhead pass; Soccer: shoot on goal, trap and dribble; Throwing/catching: throw with follow-through to target, proper hand placement in relation to height of ball) involved in team sports and group activities (small sided soccer, 3 on 3 basketball)</li> <li>• Perform fundamental movement combinations in fundamental and complex skills (Racquet sports: forehand) involved in individual sports (i.e., Pickleball: climbing wall, tennis)</li> <li>• Demonstrate mechanics of movement as applied to specific skills (underhand volleyball serve over the net)</li> <li>• Perform skills to improve core strength (modified or regular pushups, lunges, squats)</li> <li>• Describe benefits of activities that lead to an active life (daily living, recreational, sport, exercise, dance)</li> </ul>		

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<b>1.2 Safely participate in a variety of developmentally appropriate physical activities</b>			
1.2.1 Follow rules and safety procedures while participating in a variety of physical activities	*		
1.2.2 Demonstrate knowledge of rules and safety procedures, while participating cooperatively in individual, dual/team, and lifetime activities	<b>Understand safety procedures and rules in a variety of developmentally appropriate physical activities</b> <ul style="list-style-type: none"> <li>• Demonstrate the role of each position in modified/full game or activity</li> <li>• Return/retrieve equipment in safe manner</li> </ul>		
<b>1.3 Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals</b>			
1.3.1 Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play	*		
1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio-respiratory fitness, muscular strength-endurance-flexibility, and body compositions	<b>Understand and begin to apply the components of physical fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition</b> <ul style="list-style-type: none"> <li>• Perform measurements in the components of fitness</li> <li>• Use activity log to set realistic goals for lifetime wellness</li> <li>• Understand that in fitness test items can increase or decrease</li> <li>• Understand anatomical and physiological functions related to fitness (cardio and respiratory)</li> <li>• List activities that promote fitness in each component of fitness</li> </ul>		

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<b>1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition</b>			
1.4.1a Identify how bodily function and physical performance are affected by food consumption	*		
1.4.1b Recognize the benefits of movement, fitness, and nutrition			
1.4.2a Design nutrition goals, based on national dietary guidelines and individual activity needs	<p><b>Compose nutrition goals based on national dietary guidelines and individual activity needs</b></p> <ul style="list-style-type: none"> <li>• Identify the sources of nutrients (fats, carbohydrates, proteins, vitamins, minerals, and hydration)</li> <li>• Analyze the components of a nutrition label (draw conclusions) and how to use the information to make informed decisions regarding healthy food choices</li> </ul> <p><b>Analyze the effects of activity, fitness, and nutrition practices</b></p> <ul style="list-style-type: none"> <li>• Interpret caloric needs based on activity level, height and weight</li> </ul>		

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**2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely. (Essential Academic Learning Requirement)**

Benchmark 1 Seventh Grade	A Peninsula Seventh Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>2.1 Recognize patterns of growth and development</b>			
2.1.1a Describe the structure and function of human body systems  2.1.1b Identify hereditary factors that affect growth and development  2.1.1c Describe the influence of nutrition on health and development	*		
2.1.2a Demonstrate understanding of the physical, emotional, intellectual, and social changes that occur during puberty  2.1.2b Identify hereditary factors that affect growth, development, and health  2.1.2c Describe how nutrition, exercise, and rest influence physical growth and lifelong health	<p><b>Understand the body systems and their functions</b></p> <ul style="list-style-type: none"> <li>Explain the structure and functions of key body systems (skeletal, muscular, nervous, respirator, cardiovascular, endocrine, lymphatic, digestive, and reproductive)</li> <li>Understand the connections between health decisions and their impact on key body systems</li> </ul> <p><b>Understand the changes that occur during puberty</b></p> <ul style="list-style-type: none"> <li>Describe the impact of hormonal and physical changes that occur during puberty (growth, secondary sexual characteristics, hormonal attractions, expressing needs, wants, moods/feeling, sense of connectedness, and empowerment)</li> </ul> <p><b>Know hereditary factors that affect growth development and health</b></p> <p><b>Analyze the benefits of maintaining healthy habits including exercise, nutrition, and rest habits for lifelong health</b></p> <ul style="list-style-type: none"> <li>Identify the warning signs/behavioral patterns and avenues of support for young people with abnormal eating behaviors (e.g., emotional eating, poor nutrition) or eating disorders</li> </ul>	<p><b>F.L.A.S.H.</b></p> <ul style="list-style-type: none"> <li>Lesson 6 &amp; 7, pg. 71</li> </ul> <p><b>F.L.A.S.H.</b></p> <ul style="list-style-type: none"> <li>Lesson 2, pg. 23</li> </ul> <p><b>F.L.A.S.H.</b></p> <ul style="list-style-type: none"> <li>Lesson 8 &amp; 9, pg. 97</li> </ul>	

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Benchmark 1 Seventh Grade	A Peninsula Seventh Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>2.2 Understand the concept of control and prevention of disease</b>			
2.2.1a Identify skills that help in the prevention of non-communicable diseases  2.2.1b Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases	*	<b>KNOW</b> <ul style="list-style-type: none"> <li>• Lesson 1, pg. 59-66</li> <li>• Lesson 2, pg. 67-96</li> <li>• Lesson 3, pg. 97-100</li> </ul>	
2.2.2a Describe personal and health care practices that result in prevention, early detection, and treatment of communicable diseases          2.2.2b Describe personal and health care practices that result in prevention, early detection, and treatment of non-communicable diseases	<b>Understand the concepts and factors related to communicable diseases</b> <ul style="list-style-type: none"> <li>• Research and design a presentation (poster, report, pamphlet, power point, etc.) describing transmission, prevention and treatment of a variety of sexually transmitted diseases</li> <li>• Identify community agencies and resources available for prevention and treatment of communicable diseases</li> </ul> <b>Understand the concepts and factors related to non-communicable diseases</b> <ul style="list-style-type: none"> <li>• Describe signs, symptoms, prevention, treatment, of non-communicable diseases (heart disease, diabetes, cancer)</li> <li>• Identify community agencies and resources available for prevention and treatment of non-communicable diseases</li> </ul>	<b>F.L.A.S.H.</b> <ul style="list-style-type: none"> <li>• Lesson 4 &amp; 5, pg. 57</li> <li>• Lesson 15, pg. 187</li> </ul> <b>KNOW</b> <ul style="list-style-type: none"> <li>• Lesson 1, pg. 59</li> <li>• Lesson 2, pg. 67</li> <li>• Lesson 3, pg. 97</li> </ul>	

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<b>2.3 Acquire skills to live safely and reduce health risks</b>			
<p>2.3.1a Explain one's right to personal and physical safety</p> <p>2.3.1b Identify abuse and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community</p> <p>2.3.1c Identify sources to ask for help in an emergency or crisis</p> <p>2.3.1d Identify the differences between harmful and helpful stress; recognize signals of too much stress and when to ask an adult for help</p> <p>2.3.1e Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances</p>	*		

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<b>2.3 Acquire skills to live safely and reduce health risks, continued</b>			
<p>2.3.2a Explain the adverse physical, emotional, and economic consequences of being sexually active</p> <p>2.3.2b Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home</p> <p>2.3.2c Recognize emergency situations and demonstrate skills to respond appropriately and safely</p>	<p><b>Understand the potential consequences of being sexually active</b></p> <ul style="list-style-type: none"> <li>• Explain adverse effects of being sexually active (economic, emotional, and physical) as a teenager</li> <li>• Understand what date rape and sexual assault are and how to recognize/avoid risky situations</li> <li>• Describe behaviors and methods for pregnancy prevention, including abstinence</li> </ul> <p><b>Recognize types of abuse and risky situations</b></p> <ul style="list-style-type: none"> <li>• Define three types of abuse (emotional, physical, sexual); recognize risky situations, and identify sources of help in school, the community and the legal ramifications</li> <li>• Recognize and understand the levels of intimacy/dating progression (safe zone/danger zone)</li> </ul> <p><b>Know emergency situations and appropriate responses</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic First aid/CPR procedures (chest compressions, rescue, breathing, choking, and artificial electronic defibrillator); including blood-borne pathogen protections</li> <li>• Locate local crisis/emergency resources services</li> </ul>	<p><b>KNOW</b></p> <ul style="list-style-type: none"> <li>• Lesson 4, pg. 101</li> </ul> <p><b>F.L.A.S.H.</b></p> <ul style="list-style-type: none"> <li>• Lesson 10 &amp; 11, pg. 131</li> <li>• Lesson 14, pg. 171</li> </ul> <p><b>F.L.A.S.H.</b></p> <ul style="list-style-type: none"> <li>• Lesson 12 &amp; 13, pg. 153</li> </ul> <p><b>KNOW</b></p> <ul style="list-style-type: none"> <li>• Lesson 4, pg. 101</li> </ul>	

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<b>2.3 Acquire skills to live safely and reduce health risks, <i>continued</i></b>			
<p>2.3.2d Identify ways to use stress positively and develop short-term strategies to reduce harmful stress</p> <p>2.3.2e Anticipate situations that involve pressure to abuse legal or use illegal drugs, and plan how to reduce drug risks</p>	<p><b>Describe methods to prevent injury</b></p> <ul style="list-style-type: none"> <li>• Create a tool to describe prevention of injury from weather related problems, natural disasters, and other unforeseen emergencies</li> </ul> <p><b>Understand stress management</b></p> <ul style="list-style-type: none"> <li>• Describe three positive and three negative effects of stress</li> <li>• Identify two personal stressors and provide two or more appropriate coping skills for stress management</li> </ul> <p><b>Understand issues related to legal and illegal drug use and abuse</b></p> <ul style="list-style-type: none"> <li>• Explain short and long term implications (emotional and physical health, academic success, and social impacts) of alcohol, tobacco and drug use</li> <li>• Identify proactive measures to avoid alcohol, tobacco and drug misuse/abuse</li> </ul>		

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**3. The student analyzes and evaluates the impact of real-life influences on health. (Essential Academic Learning Requirement)**

Benchmark 1 Seventh Grade	A Peninsula Seventh Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>3.1 Understand how environmental factors affect one's health (air, water, noise, chemicals)</b>			
3.1.1 Identify environmental factors that affect health	*		
3.1.2 Describe the influence of environmental factors that positively and negatively affect health	<b>Understand how environmental factors impact personal health</b> <ul style="list-style-type: none"> <li>• Identify effects between disease and environmental factors</li> <li>• Explain individual behaviors/actions that impact air, water, noise and chemical pollution</li> </ul>		
<b>3.2 Gather and analyze health information</b>			
3.2.1a Determine reliable sources of health information	*		
3.2.1b Identify messages about safe and unsafe behaviors <i>such as those found in tobacco or alcohol advertising</i>			
3.2.2a Distinguish between safe and unsafe use of health-care products	<b>Analyze health and fitness product information</b> <ul style="list-style-type: none"> <li>• Research impacts of safe and unsafe health care products on personal health</li> </ul>		
3.2.2b Identify ways people encourage healthy and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages	<b>Analyze health information messages</b> <ul style="list-style-type: none"> <li>• Recognize peer pressure and other influences on use of health information and products (exaggerated claims, fraudulent practices, language barriers, other disabilities)</li> </ul>		
3.2.2c Analyze health care needs and identify sources of health care	<b>Identify health care needs and sources for services and products</b> <ul style="list-style-type: none"> <li>• Assess the impact of health messages on personal health decisions (media, peers, family and community)</li> </ul>		

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<b>3.3 Use social skills to promote health and safety in a variety of situations</b>			
3.3.1 Apply appropriate social skills to keep out of trouble and resist pressure from others	*		
3.3.2 a Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships  3.3.2b Identify effective social skills to avoid risky situations (refer to 2.3.2b)	<b>Integrate self-awareness/positive attitude and respect for others</b> <ul style="list-style-type: none"> <li>• Identify three strengths and two weaknesses in self and create a plan for improvement</li> <li>• Create a dialogue or create a role play demonstrating good communication skills</li> <li>• Predict how adolescent development might affect family dynamics</li> </ul> <b>Apply effective social skills to avoid risky situations</b> <ul style="list-style-type: none"> <li>• Analyze scenarios to identify risky situations and appropriate responses</li> </ul>	<b>F.L.A.S.H.</b> <ul style="list-style-type: none"> <li>• Lesson 16, pg. 205: Communication</li> </ul> <b>KNOW</b> <ul style="list-style-type: none"> <li>• Lesson 4, pg. 101</li> </ul>	
<b>3.4 Understand how emotions influence decision making</b>			
3.4.1a Express emotions in healthy ways and form safe and respectful relationships  3.4.1b Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations	*		
3.4.2 Describe how emotions may influence decision making and develop strategies about how to act in emotional situations	<b>Analyze the effect of emotions on decision making</b> <ul style="list-style-type: none"> <li>• Illustrate the positive/negative impact of decisions in emotional situations</li> <li>• Investigate different strategies to cope with emotions</li> </ul>		

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**4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals. (Essential Academic Learning Requirement)**

Benchmark 1 Seventh Grade	A Peninsula Seventh Grade Student will: from the Grade Level Expectations (GLEs)	Instructional Materials and Resources	Assessment Strategies and Resources
<b>4.1 Analyze health and safety information</b>			
4.1.1 Identify how fitness and healthy living are important for life goals	*		
4.1.2 Identify health and safety issues associated with daily living	<b>Analyze daily health and safety habits and create a plan for improvement that supports a healthy lifestyle</b> <ul style="list-style-type: none"> <li>• Examine individual health behaviors (diet, sleep, activity, safety) and compare to healthy age appropriate behaviors, and set a goal for change</li> </ul>		
<b>4.2. Develop a health and fitness plan and a monitoring system</b>			
4.2.1 Set daily goals for improving health and fitness practices	*		
4.2.2 Develop a personal health and fitness plan which includes a support and record keeping system to achieve health and fitness goals	<b>Analyze and assess personal health and fitness data</b> <ul style="list-style-type: none"> <li>• Establish a health and fitness plan based on minimum health related standards, fitness, data</li> <li>• Monitor health and fitness data, including:               <ul style="list-style-type: none"> <li>○ Cardio-respiratory endurance</li> <li>○ Flexibility</li> <li>○ Muscular strength</li> <li>○ Muscular endurance</li> <li>○ Nutritional habits</li> <li>○ Social/emotional</li> <li>○ Sleep patterns</li> </ul> </li> <li>• Set goals for improvement of personal life goals, activity interests and individual health concerns</li> </ul>		