**Health and Fitness – Seventh Grade**

*In grade seven, students continue to develop competence in modified versions of various games, rhythmic, and recreational activities. They can apply similar concepts from one sport or movement setting to another. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness. Students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students exhibit a healthy lifestyle, interpret health information, and promote good health.*

EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

**Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.**

**1.1.1 Demonstrates fundamental motor skills and complex motor skills that contribute to movement proficiency.**

 **Demonstrates mechanics of movement as applied to specific motor skills.**

Example:

Kicks a ball with accuracy.

 **Performs movement combinations in rhythmic activities.**

Example:

Performs a sequence of step patterns synchronized to music in dance.

 **Demonstrates proficiency of movement combinations in fundamental motor skills and complex skills involving team games and group activities.**

Example:

Receives a fly ball by running, pivoting, and catching.

 **Demonstrates proficiency of movement combinations in fundamental motor skills and complex skills involving individual games and activities.**

Example:

Returns a serve and approaches the net in pickleball.

 **Demonstrates and describes the importance of practice to improve skill levels.**

Example:

Logs practice time on a teacher-designed worksheet, performing correct free-throw form at home or after school.

**1.1.5 Demonstrates understanding of movement concepts.**

 **Applies movement concepts to meet complex skill demands.**

Example:

Receives disc, pivots, throws disc to teammate, repositions to receive disc in a game of Ultimate.

 **Shows similarities in movement across different activities.** Example:

Shows similarities in movement, (tennis serve, overhand volleyball serve, and overhead badminton clear).

**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**

**1.2.1 Understands safety rules and procedures in a variety of physical activities: Individual, dual/team, and lifetime activities.**

 **Applies rules and etiquette in a variety of games.**

 **Demonstrates ability to safely participate in a variety of physical activities.**

**1.2.2 Applies skills and strategies necessary for effective participation in physical activities.**

 **Demonstrates sportsmanship and cooperation during a variety of competitive activities.**

Example:

Acts gracious when winning or losing (sportsmanship).

 **Demonstrates offensive, defensive, and cooperative strategies.**

Example:

Demonstrates side-by-side and up-and-back strategies in tennis.

**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

**1.3.1 Understands the components of health-related fitness.**

 **Understands the relationship between the FITT principle and components of health-related fitness.**

 **Explains components of health-related fitness and their importance as related to lifelong health.**

Example:

Understands muscular strength is needed for optimal bone health.

 **Gives appropriate assessments to measure personal fitness in health-related components.**

Example:

Recognizes the mile run is a measure of cardiorespiratory endurance.

 **Summarizes realistic personal fitness goals based on current fitness measurement results and minimum health standards for age and gender.**

Example:

Identifies FitnessGram, PACER: A 13-year-old boy must complete 55-74 for high performance.

 **Understands how to track personal fitness using an activity log.**

 **Participates in activities that promote physical fitness in the components of health-related fitness.**

Example:

Understands bicycling promotes cardiorespiratory endurance.

**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**

**1.4.1 Understands the components of skill-related fitness to physical activity.**

 **Explains the importance of components of skill-related fitness in physical activity.**

Example:

 Understands increased coordination will improve underhand badminton

skills.

 **Performs appropriate fitness assessments for components of skill-related fitness.**

Example:

Recognizes coin catch is a measure of reaction time.

 **Participates in skill-related fitness assessments for goal setting.**

Example:

Performs assessments in coordination and reaction time and sets personal goals.

 **Interprets self-progress for skill-related fitness assessments in a health and fitness plan.**

Example:

Understands improved juggling skills will show improvement in coordination.

**1.4.2 Explains how movement skills contribute to active living for lifetime health.**

 **Describes how physical activity contributes to a healthy lifestyle.**

Example:

Discusses how benefits of swimming may help cardiovascular fitness.

**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.**

**1.5.1 Applies nutrition goals based on dietary guidelines and individual activity needs.**

 **Describes dietary guidelines when making food choices.**

Example:

Chooses drinks with low sugar content.

 **Predicts portion size when making food choices.**

Example:

Determines portion size of a 16 oz. milkshake.

 **Uses components of a nutrition label to make informed decisions regarding healthy food choices.**

Example:

Examines the nutrition label of a favorite drink to learn number of servings it contains.

 **Shows sources of nutrients (fats, carbohydrates, proteins, vitamins, minerals, and water) in a variety of foods.**

Example:

Understands oranges are a good source of Vitamin C.

**1.5.2 Understands the effects of activity, fitness, and nutrition practices.**

 **Predicts relationship between caloric intake and physical activity.**

Example:

Understands how far a person must walk to burn enough calories to equal a candy bar.

 **Interprets caloric needs based on activity levels.**

Example:

Recognizes a long-distance runner needs greater caloric intake.

**1.5.4 Understands healthy and unhealthy eating patterns.**

  **Explains the difference between anorexia nervosa and bulimia.**

 **Describes healthy ways to lose, gain, or maintain weight.**

EALR 2: The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

**Component 2.1: Understands foundations of health.**

**2.1.1 Understands the dimensions of health and relates to personal health behaviors.**

 **Describes a personal balance of each dimension of health.**

Example:

Discusses how physical health (working out three-to-five times per week), social health (spending time with family and friends), and intellectual health (daily study habits) are dimensions of health.

**Component 2.2: Understands stages of growth and development.**

**2.2.1 Understands structure and functions of body systems.**

 **Explains the structure and function of major body systems.**

 **Understands connections between health decisions and their impact on major body systems.**

Example:

Understands the impact of smoking on the respiratory system.

**2.2.2 Understands how to maintain sexual health throughout life.**

 Choosing The Best

**2.2.3 Understands hereditary factors affecting growth, development, and health.**

 **Understands health risks that influence hereditary factors.**

Example:

Maintains healthy body weight and avoids tobacco use to prevent high

blood pressure.

**2.2.4 Understands benefits of maintaining a balance of healthy habits (stress, sleep, exercise, nutrition, recreation, and school).**

 **Describes warning signs/behavioral patterns, and avenues of support for young people who experience unhealthy habits.**

Example:

Understands that isolation from friends and family is a warning sign of emotional eating and alerts a teacher or counselor for support.

**Component 2.3: Understands the concepts of prevention and control of disease.**

**2.3.1 Understands factors and prevention related to communicable diseases.**

 **Describes transmission, prevention, and treatment of a variety of communicable diseases.**

Example:

Explains strep throat is a bacterial infection transmitted through direct

contact with an infected person. Prevention: Avoid contact with infected

person and wash hands. Treatment: Antibiotics are needed for

treatment.

 **Classifies sexually transmitted diseases (STDs).**

Example:

Cites HIV as a viral infection.

**2.3.2 Understands skills that prevent and control non-communicable diseases.**

 **Describes signs, symptoms, prevention, and treatment of non-communicable diseases (asthma, heart disease, diabetes, cancer, depression, anxiety).**

Example:

Explains asthma symptoms include coughing, wheezing, and shortness of breath. There is no cure, but an inhaler is used to open the airway. Triggers include pollen, grass, and smoke.

**Component 2.4: Acquires skills to live safely and reduce health risks.**

**2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.**

 **Describes emotional triggers of an abusive or risky situation and identifies appropriate responses.**

Example:

Recognizes if followed by someone, the emotional trigger would be fear. The appropriate response is to go to a safe house.

 **Describes internet safety and ways to protect identity while using technology.**

Example:

Discusses steps to protect self when on the internet.

 **Describes appropriate responses when dealing with harassment, bullying, and intimidation.**

 **Analyzes scenarios to identify risky situations and appropriate responses.**

Example:

Recognizes swimming alone is risky. Swimming with a buddy is an appropriate response.

**2.4.2 Applies first-aid skills, ways to prevent injuries, and skills to respond appropriately and safely.**

 **Demonstrates basic first-aid/CPR procedures including blood-borne pathogen protections.**

Example:

Applies direct pressure to an open wound using protective gloves.

**2.4.3 Understands effects of stress and stress-management techniques.**

 **Describes effects of stress.**

Example:

Understands negative effects of stress include depression. Positive effects include improved self-respect.

 **Describes stress management techniques.**

Example:

Talks to a parent or teacher.

**2.4.5 Understands issues and risks related to drug use and abuse.**

 **Explains short and long-term physical and social effects of alcohol, tobacco, and other drugs.**

Example:

Disusses tobacco stains teeth and could progress to emphysema. Short-term physical effect of alcohol is poor coordination and slowed

reaction time; long-term social effect of alcohol is loss of family.

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

**Component 3.1: Understands how family, culture, and environmental factors affect personal health.**

**3.1.1 Understands how family and cultural factors impact health.**

 **Discusses how culture impacts family health.**

Example:

Understands how families who exercise together promote a healthy lifestyle.

**3.1.2 Understands how environmental factors impact health.**

 **Illustrates the impact of exposure to air, water, noise, and chemical pollution on health.**

Example:

Analyzes water quality samples of local water sources to determine safe consumption.

**Component 3.2: Evaluates health and fitness information.**

**3.2.1 Analyzes health and fitness product information.**

 **Draws conclusions on how safe and unsafe health and fitness products affect personal health.**

Example:

Distinguishes between helpful and harmful puberty-related hygiene products such as acne and body odor supplies.

**3.2.2 Analyzes health and fitness messages in media.**

 **Draws conclusions about media techniques in health and fitness messages.**

Example:

Analyzes media techniques such as bandwagons and testimonials.

**Component 3.3: Evaluates the impact of social skills on health.**

**3.3.1 Solves conflicts while maintaining safe and respectful relationships.**

 **Demonstrates good communication skills.**

Example:

Role-plays conflict resolution for respectful relationships.

 **Demonstrates how adolescent development might affect family dynamics.**

Example:

Recognizes need for privacy or self-space in the home.

 **Demonstrates roles/qualities of a good friend.**

EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

**Component 4.1: Analyzes personal health and fitness information.**

**4.1.1 Analyzes daily health and fitness habits.**

 **Analyzes individual health behaviors (e.g., diet, sleep, activity, fitness, and hydration).**

 **Sets and charts goals for daily health and fitness behavior changes.**

**Component 4.2: Develops and monitors a health and fitness plan.**

**4.2.1 Creates personal health and fitness data and sets goals.**

 **Creates a personal health and fitness plan based on health-related standards.**