

**Grade 7 Health and Physical Education**

**Focus Topic: Wellness**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW interpret health data to make predictions about wellness</li> <li>• TSW investigate how technology and medical advances impact wellness</li> <li>• TSW describe healthy ways to lose, gain, or maintain weight</li> <li>• TSW analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions</li> <li>• TSW compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer</li> <li>• TSW investigate various forms of mental illness including impulse disorders such as gambling or shopping, depressions, eating disorders, and bipolar disorders</li> <li>• TSW assess situations in the home, school, community for perceived vs. actual risk of injuries</li> <li>• TSW describe and demonstrate strategies to increase personal safety while in public</li> </ul>	<p>2.1.8.A</p> <p>2.1.8.A</p> <p>2.1.8.C</p> <p>2.1.8.C</p> <p>2.1.8.D</p> <p>2.1.8.D</p> <p>2.1.8.E</p> <p>2.1.8.E</p>	<ul style="list-style-type: none"> <li>- How does health data assist in fitness assessments?</li> <li>- What impact does technology have on wellness?</li> <li>- What is uniqueness?</li> <li>- How do food choices affect a person?</li> <li>- What are preventative measures?</li> <li>- How does a person avoid conflict?</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy choices contribute to wellness</li> <li>• Technology impacts wellness</li> <li>• Goals, choices, and behaviors are influenced</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Response</p>

<p>places and discuss what to do if one's safety is compromised</p> <ul style="list-style-type: none"> <li>• TSW analyze how personal assets, resiliency, and protective factors support healthy social and emotional development</li> <li>• TSW investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each</li> <li>• TSW debate the consequences of conflict and violence on the individual, the family, and the community</li> <li>• TSW describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress</li> </ul>	<p>2.1.8.F</p> <p>2.1.8.F</p> <p>2.1.8.F</p> <p>2.1.8.F</p>			
<p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Students write letters of encouragement and support to a pen pal (or imaginary pen pal) who may be participating in at-risk behaviors such as sexual activity, substance abuse, or violence</li> <li>• Provide a list of common diseases and health conditions (i.e. asthma, diabetes, sickle cell anemia, epilepsy, arthritis, allergies, etc.) Students research the disease or condition and develop a booklet that traces the history of the disease and the current status of treatment and prevention</li> <li>• Literature Connection: <u><i>Setting Career Goals</i></u> (Stuart B. Schwartz); <u><i>Success Principles for Teens: How to Get from Where You Are to Where You Want to Be</i></u> (Jack Canfield)</li> </ul>				

**Grade 7 Health and Physical Education**

**Focus Topic: Integrated Skills**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences</li> <li>• TSW assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement</li> <li>• TSW compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages</li> <li>• TSW predict social situations and conditions that may require adolescents and young adults to use decision making skills</li> <li>• TSW critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed</li> <li>• TSW analyze factors that support or hinder the achievement of personal health goals</li> </ul>	<p>2.2.8.A</p> <p>2.2.8.A</p> <p>2.2.8.B</p> <p>2.2.8.B</p> <p>2.2.8.B</p> <p>2.2.8.C</p>	<ul style="list-style-type: none"> <li>- Why is communication important?</li> <li>- Why is it important to be tolerant of other's ideas and opinions?</li> <li>- Why are goals important?</li> <li>- What are ethics?</li> <li>- How do you make a decision?</li> <li>- What is a vision?</li> </ul>	<ul style="list-style-type: none"> <li>• People are entitled to have ideas and opinions</li> <li>• Decisions play an important role in everyday life</li> <li>• Role models have influence</li> <li>• Health decisions are influenced</li> <li>• Community service impacts wellness</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Response</p>

<ul style="list-style-type: none"> <li>• TSW demonstrate the ability to function effectively in both leadership and supportive roles</li> <li>• TSW discuss motivational techniques to improve personal and group achievement and develop rewards and sanctions for group accomplishments</li> <li>• TSW develop and articulate a group's goals, shared values, and vision</li> <li>• TSW compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs</li> </ul>	<p>2.2.8.E</p> <p>2.2.8.E</p> <p>2.2.8.E</p> <p>2.2.8.F</p>			
<p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Given a situation that requires the use of refusal skills, student groups develop a list of strategies that support refusal skills and assertive behavior</li> <li>• Students select three personal goals (educational, health related, and social)...develop a plan to achieve each</li> <li>• Literature Connection: <i>What Do You Really Want? How to Set a Goal and Go for It! A Guide for Teens</i> (Beverly K. Bachel); <i>Reaching Your Goals</i> (Robin Landew Silverman)</li> </ul>				

**Grade 7 Health and Physical Education**

**Focus Topic: Drugs and Medicine**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW classify commonly administered medicines and describe the potential side effects of each classification</li> <li>• TSW investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries</li> <li>• TSW describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances</li> <li>• TSW analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior</li> <li>• TSW discuss ways to quit using substances and discuss factors that support the ability to quit</li> <li>• TSW discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks</li> </ul>	<p>2.3.8.A</p> <p>2.3.8.B</p> <p>2.3.8.B</p> <p>2.3.8.B</p> <p>2.3.8.C</p> <p>2.3.8.C</p>	<ul style="list-style-type: none"> <li>- When are medicines effective?</li> <li>- What are means of dealing with addiction?</li> <li>- How does substance abuse affect others around you?</li> </ul>	<ul style="list-style-type: none"> <li>• Certain drugs have harmful effects on the mind and body</li> <li>• Alcohol, tobacco, and some drugs are addictive</li> <li>• Addictions are often influenced</li> <li>• Substance abuse affects others</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student Responses</p>

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**Suggested Activities/Resources**

- Students calculate the cumulative number of cigarettes consumed by an individual who three cigarettes per day over a period of 10 years. Students should allow for escalating consumption and increase in taxes.
- Share statistics on the number of teenagers who do not use drugs. Discuss the risks and consequences of substance use, looking at short term and immediate risks and consequences. Develop a list of reasons not to use drugs and reach a consensus of the top three reasons.
- Literature Connection: *Drugs* (Julian Cohen); *When a Family Is in Trouble: Children Can Cope with Grief from Drug and Alcohol Addictions* (Marge E. Heegaard)

Grade 7 (Drugs and Medicine) continued

<b>Grade 7 Health and Physical Education</b>
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**Focus Topic: Human Relationships and Sexuality**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW compare and contrast the current and historical role of marriage and the family in community and society</li> <li>• TSW discuss changes in family structures and the forces that influence change</li> <li>• TSW discuss factors that enhance and sustain loving, healthy relationships</li> <li>• TSW describe how various cultures date or select life partners</li> <li>• TSW describe the signs of an unhealthy relationship and develop strategies to end it</li> <li>• TSW develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age</li> <li>• TSW discuss topics regarding sexual orientation</li> </ul>	<p>2.4.8.A</p> <p>2.4.8.A</p> <p>2.4.8.A</p> <p>2.4.8.A</p> <p>2.4.8.A</p> <p>2.4.8.A</p> <p>2.4.8.B</p>	<p>- How do families cooperate?</p> <p>- How do peer relationships change?</p> <p>- What is abstinence?</p> <p>- How is sexuality influenced?</p>	<ul style="list-style-type: none"> <li>• Every person contributes to the family</li> <li>• Peer relationships change</li> <li>• Sexuality is influenced by media and peers</li> <li>• Adolescent parenting is challenging</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Performance tasks</p> <p>Self assessment</p> <p>Student Responses</p>

<ul style="list-style-type: none"> <li>• TSW discuss the importance of routine healthcare procedures such as breast self examination and testicular examination</li> </ul>	2.4.8.B			
<ul style="list-style-type: none"> <li>• TSW describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood</li> </ul>	2.4.8.C			
<ul style="list-style-type: none"> <li>• TSW describe effective parenting strategies and resources for help with parenting</li> </ul>	2.4.8.C			
<p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Invite a panel of high school students to address the physical, social, and emotional changes that occur during the transition from middle school to high school. The teens should focus on strategies to cope with peer pressure, parents, and the rapid changes that occur in body and mood.</li> <li>• Student groups brainstorm the names of various parts of the body and list them in alphabetical order</li> <li>• Literature Connection: <i>The Outsiders</i> (S. E. Hinton); <i>Teen Ink, Our Voices, Our Visions : Today's Teenagers Sharing Thoughts On: Friends, Family, Fitting In, Challenges, Loss, Memories, Love, Heroes</i> (Stephanie H. Meyer)</li> </ul>				

Grade 7 (Human Relationships and Sexuality) continued



**Grade 7 Health and Physical Education**

**Focus Topic: Motor Skill Development**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> <li>• TSW compare and contrast the use of movement skills across various forms of physical activity</li> <li>• TSW transfer a movement skill from one activity to another</li> <li>• TSW detect and correct errors in personal movement performance</li> <li>• TSW discuss the stages of movement skill development</li> <li>• TSW utilize strategy effectively</li> <li>• TSW exhibit good sportsmanship</li> </ul>	<p>2.5.8.A</p> <p>2.5.8.A</p> <p>2.5.8.A</p> <p>2.5.8.B</p> <p>2.5.8.C</p> <p>2.5.6.D</p>	<ul style="list-style-type: none"> <li>- How does practice and effort impact performance?</li> <li>- What is a movement skill?</li> <li>- How is movement transferred?</li> <li>- Why is sportsmanship important?</li> </ul>	<ul style="list-style-type: none"> <li>• Movement has transitions</li> <li>• Movement allows expression</li> <li>• Attitude affects performance</li> </ul>	<p>Ongoing observation &amp; questioning during class discussions and hands-on project work</p> <p>Self assessment</p> <p>Peer review</p> <p>Skills Checklist</p> <p>Student Response</p>

**Suggested Activities/Resources**

- Current event articles, multimedia presentations
- Invite high school or college athletes and sports officials to discuss sportsmanship and following the rules.
- Volley baseball – Teams of 6 to 8 players. The batting team lines up at home plate. The fielding team scatters outside the diamond. The batter hits the ball between first and third bases using a hammer serve and then run the diamond tagging each base. The fielding team lines up behind the player who receives the ball and the ball is passed down the line to the end player. If the runner reaches home plate before the team completes the pass, a run is scored.
- Literature Connection: *Life Strategies for Teens* (Jay McGraw); *Throwing Stones* (Kristi Collier)

**Grade 7 Health and Physical Education**

**Focus Topic: Fitness**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
• TSW describe ways to achieve a healthy body composition through healthy eating and physical activity	2.6.8.A	- How does fitness affect health and well being?	• Personal fitness is important in order to lead a healthy lifestyle	Ongoing observation & questioning during class discussions and hands-on project work
• TSW describe and demonstrate various training methods	2.6.8.B	- What is body composition?	• Physical activity enhances fitness	Skills Checklist
• TSW engage in sustained , vigorous physical activities that enhance fitness	2.6.8.C	- In what ways is physical activity beneficial?		Performance tasks
• TSW perform at an intensity level needed to enhance cardiovascular fitness	2.6.8.C	- How does intensity affect fitness?		Self assessment
• TSW monitor physiological responses before, during, and after exercise	2.6.8.C			Student Response

**Suggested Activities/Resources**

- Current event articles, multimedia presentations
- Call Out – Announce one component of health related fitness and then call out the name of one body part. Students demonstrate an appropriate activity using that body part (i.e. Call out “flexibility” and “Shoulders” ..students perform a back scratch.
- Literature Connection: Exercise (Beverley Goodger); Total Body Workout: Fun Moves to Look and Feel Your Best (CosmoGIRL! Editors)