

Course: Health and Physical Education

Grade Level: 7th

Textbook/Instructional Materials:

Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
September	Physical Fitness Testing	Activities: One Mile Run, Push Up and Sit Up test, Sit and Reach Test  Formative: Best Effort on Tests  Summative: Fitness Standards for age and gender		<p>Curriculum Objectives: <b>K.HR.07.02</b> use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g. One-Mile Run Test). <b>K.HR.06.03</b> use the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curlup and Push-up). <b>K.HR.07.04</b> use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach). <b>K.HR.07.07</b> understand how to self-assess health-related fitness status for muscular strength and endurance, and flexibility with teacher guidance.</p> <p>IB Criterion/Strands: <b>Objective C: Applying and performing</b></p> <p>i. recall and apply a range of skills and techniques effectively</p> <p>ii. recall and apply a range of strategies and movement concepts</p> <p>iii. recall and apply information to perform effectively.</p> <p><b>D Reflecting and improving performance</b></p>

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				iii. analyse and evaluate performance
Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
October	Physical Fitness Testing	<p>Activities: One Mile Run, Push Up and Sit Up test, Sit and Reach Test</p> <p>Formative: Best Effort on Tests</p> <p>Summative: Fitness Standards for age and gender</p>		<p>Curriculum Objectives: <b>K.HR.07.02</b> use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g. One-Mile Run Test). <b>K.HR.06.03</b> use the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curlup and Push-up). <b>K.HR.07.04</b> use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach). <b>K.HR.07.07</b> understand how to self-assess health-related fitness status for muscular strength and endurance, and flexibility with teacher guidance.</p>
	Anatomy and Physiology	<p>Activities: Bones, Muscles, and Organs</p> <p>Formative: Note check, skeleton cut out, human body models</p> <p>Summative: Cardiovascular Disease Presentation, Unit Test</p>		<p>IB Criterion/Strands: <b>Objective C: Applying and performing</b></p> <p>i. recall and apply a range of skills and techniques effectively</p> <p>ii. recall and apply a range of strategies and movement concepts</p> <p>iii. recall and apply information to perform effectively.</p>

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				<b>D Reflecting and improving performance</b> iii. analyse and evaluate performance  A. Knowing and Understanding i. explain physical health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding
Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
November	Anatomy and Physiology	Activities: Bones, Muscles, and Organs Formative: Note check, skeleton cut out, human body models  Summative: Cardiovascular Disease Presentation, Unit Test		IB Criterion/Strands: A. Knowing and Understanding  i. explain physical health education factual, procedural and conceptual knowledge ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii. apply physical and health terminology effectively to communicate understanding
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			Learning	Strands
<b>December</b>	Basketball Volleyball	Activities: Skills, Games, Modified Games  Formative: skill practice, participation, adherence to rules of games, game play  Summative: Ability to use skills correctly and participate in game play while keeping score and officiating their own game		Curriculum Objectives: Standard 1: Demonstrates competency in a variety of motor skills and movement patterns; Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance; Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.  IB Criterion/Strands:  <b>A Knowing and understanding</b> iii. apply physical and health terminology effectively to communicate understanding.  <b>Objective C: Applying and performing</b> i. recall and apply a range of skills and techniques effectively ii. recall and apply a range of strategies and movement concepts
Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
<b>January</b>	Variety of Activities and games	Activities: push up retesting, sit up retesting, capture the flag, bandana flag, weight room,		Curriculum Objectives: Standard 1: Demonstrates competency in a variety of

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		<p>fitness training, dodgeball, broomball, free play</p> <p>Formative: participation, skill usage, modeling</p> <p>Summative:</p>		<p>motor skills and movement patterns; Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance; Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>IB Criterion/Strands:</p> <p><b>A: Knowing and understanding</b></p> <p>iii. apply physical and health terminology effectively to communicate understanding.</p> <p><b>C: Applying and performing</b></p> <p>i. recall and apply a range of skills and techniques effectively</p> <p>ii. recall and apply a range of strategies and movement concepts</p>
Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
February	Nutrition	<p>Activities:</p> <ul style="list-style-type: none"> <li>Formative: Class discussions</li> <li>Nutrient worksheet</li> </ul>		<p>Curriculum Objectives: 1.1 Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.</p>

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Textbook/Instructional Materials:

		<ul style="list-style-type: none"><li>• Daily Recommendation worksheet</li><li>• Creating a “supertracker” account</li><li>• Identifying information on food labels</li><li>• Obtaining research material</li><li>• Summative: Students will be assessed on a variety of worksheets that will consist of answering questions regarding exercise, nutrition, reading food labels, daily allowances, and finding their personal daily caloric intake.</li><li>• The students will research and write a paper in which they discuss statistics, health risks, and prevention strategies of childhood obesity.</li></ul>		<p>1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.</p> <p>1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals.</p> <p>1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.</p> <p>1.7 Evaluate a typical day’s food intake according to the federal dietary guidelines for teenagers.</p> <p>1.8 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime</p> <p>IB Criterion/Strands:</p> <p>A. Knowing and Understanding</p> <p>i. explain physical health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health</p>
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Textbook/Instructional Materials:

				<p>terminology effectively to communicate understanding</p> <p>D. Reflecting and Improving Performance</p> <p>i. explain and demonstrate strategies that enhance interpersonal skills</p>
Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
March	<p>Nutrition</p> <p>Variety of Activities and Games</p>	<p>Activities:</p> <ul style="list-style-type: none"> <li>Formative: Class discussions</li> <li>Nutrient worksheet</li> <li>Daily Recommendation worksheet</li> <li>Creating a “supertracker” account</li> <li>Identifying information on food labels</li> <li>Obtaining research material</li> </ul> <ul style="list-style-type: none"> <li>Summative: Students will be assessed on a variety of worksheets that will consist of answering questions regarding exercise,</li> </ul>		<p>Curriculum Objectives: 1.1 Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.</p> <p>1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.</p> <p>1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals.</p> <p>1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.</p> <p>1.7 Evaluate a typical day’s food intake according to the federal dietary guidelines for teenagers.</p> <p>1.8 Describe moderate-intensity physical activities that are personally enjoyed and that</p>

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		<p>nutrition, reading food labels, daily allowances, and finding their personal daily caloric intake.</p> <ul style="list-style-type: none"> <li>The students will research and write a paper in which they discuss statistics, health risks, and prevention strategies of childhood obesity.</li> </ul>		<p>can be enjoyed for a lifetime</p> <p>IB Criterion/Strands:</p> <p>A. Knowing and Understanding</p> <p>i. explain physical health education factual, procedural and conceptual knowledge</p> <p>ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate understanding</p> <p>D. Reflecting and Improving Performance</p> <p>i. explain and demonstrate strategies that enhance interpersonal skills</p>
Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
April	Badminton Physical Activity	Activities: Badminton Skills, Rules and Game Play, Target Heart Rate, Weight lifting, Flexibility training, Aerobic exercise		Curriculum Objectives: <b>M.NG.06.01</b> demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs.



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		<p>Formative: Performance of Skills, Rule Play, fitness log, target heart rate tracker, step tracker, class discussions, participation</p> <p>Summative: end of unit test</p>		<p>1 to 3 vs. 3). <b>M.NG.06.02</b> demonstrate selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3); Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>1. Physical activity knowledge: Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.</p> <p>3. Engages in physical activity: Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training, and light free-weight training.</p> <p>9. Fitness knowledge: Describes and demonstrates the difference between dynamic and static stretches.</p> <p>10. Fitness knowledge: Describes the role of exercise and nutrition in weight management.</p> <p>Standard 5: Recognizes the value of physical</p>
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				<p>activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>1. Health: Identifies different types of physical activities and describes how each exerts a positive impact on health.</p> <p>2. Health: Identifies positive mental and emotional aspects of participating in a variety of physical activities.</p> <p><b>IB Criterion/Strands: A Knowing and understanding</b></p> <p>iii. apply physical and health terminology effectively to communicate understanding.</p> <p><b>Objective C: Applying and performing</b></p> <p>i. recall and apply a range of skills and techniques effectively</p> <p>ii. recall and apply a range of strategies and movement concepts</p> <p>iii. recall and apply information to perform effectively.</p> <p><b>D Reflecting and improving performance</b></p> <p>iii. analyse and evaluate performance</p>
Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
May	Physical Activity			Curriculum Objectives: Standard 3: Demonstrates the knowledge and skills to

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	Physical Fitness Testing	Activities: One Mile Run, Push Up and Sit Up test, Sit and Reach Test  Formative: Best Effort on Tests  Summative: Fitness Standards for age and gender		<p>achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>1. Physical activity knowledge: Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.</p> <p>3. Engages in physical activity: Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training, and light free-weight training.</p> <p>9. Fitness knowledge: Describes and demonstrates the difference between dynamic and static stretches.</p> <p>10. Fitness knowledge: Describes the role of exercise and nutrition in weight management.</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>1. Health: Identifies different types of physical activities and describes how each exerts a positive impact on health.</p> <p>2. Health: Identifies positive mental and emotional aspects of participating in a variety of physical activities.</p> <p><b>K.HR.07.02</b> use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g One-Mile Run Test). K.HR.06.03 use the criterion-referenced muscular strength and endurance</p>
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				<p>health-related fitness standards for age and gender (e.g., Curlup and Push-up). <b>K.HR.07.04</b> use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach). <b>K.HR.07.07</b> understand how to self-assess health-related fitness status for muscular strength and endurance, and flexibility with teacher guidance.</p> <p>IB Criterion/Strands: <b>Objective C: Applying and performing</b></p> <p>i. recall and apply a range of skills and techniques effectively</p> <p>ii. recall and apply a range of strategies and movement concepts</p> <p>iii. recall and apply information to perform effectively.</p> <p><b>D Reflecting and improving performance</b></p> <p>iii. analyse and evaluate performance</p>
Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
June	Physical Fitness Testing	Activities: One Mile Run, Push Up and Sit Up test, Sit and Reach Test		Curriculum Objectives: <b>K.HR.07.02</b> use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g. One-Mile Run Test). <b>K.HR.06.03</b> use the

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		<p>Formative: Best Effort on Tests</p> <p>Summative: Fitness Standards for age and gender</p>		<p>criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curlup and Push-up). <b>K.HR.07.04</b> use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach). <b>K.HR.07.07</b> understand how to self-assess health-related fitness status for muscular strength and endurance, and flexibility with teacher guidance.</p> <p>IB Criterion/Strands: <b>Objective C: Applying and performing</b></p> <p>i. recall and apply a range of skills and techniques effectively</p> <p>ii. recall and apply a range of strategies and movement concepts</p> <p>iii. recall and apply information to perform effectively.</p> <p><b>D Reflecting and improving performance</b></p> <p>iii. analyse and evaluate performance</p>
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