

Course: Health and Physical Education

Grade Level: 7th

Textbook/Instructional Materials:

		Formative: Note check, skeleton cut out, human body models Summative: Cardiovascular Disease Presentation, Unit Test	
Month	Topic	Assessments and Activities	Curriculum Standards
November	Anatomy and Physiology	Activities: Bones, Muscles, and Organs Formative: Note check, skeleton cut out, human body models Summative: Cardiovascular Disease Presentation, Unit Test	
Month	Topic	Assessments and Activities	Curriculum Standards
December	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.
Month	Topic	Assessments and Activities	Curriculum Standards

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January	Variety of Activities and games	Activities: push up retesting, sit up retesting, capture the flag, bandana flag, weight room, fitness training, dodgeball, broomball, free play Formative: participation, skill usage, modeling	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.
Month	Topic	Assessments and Activities	Curriculum Standards
February	Nutrition	Activities: <ul style="list-style-type: none">● Formative: Class discussions● Nutrient worksheet● Daily Recommendation worksheet● Creating a “supertracker” account● Identifying information on food labels● Obtaining research material	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. 1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits. 1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals. 1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.

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		<ul style="list-style-type: none">● 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.● The students will research and write a paper in which they discuss statistics, health risks, and prevention strategies of childhood obesity.	<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>
Month	Topic	Assessments and Activities	Curriculum Standards
March	Nutrition Variety of Activities and Games	Activities: <ul style="list-style-type: none">● Formative: Class discussions● Nutrient worksheet● Daily Recommendation worksheet	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. 1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of

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		<ul style="list-style-type: none">• Creating a “supertracker” account• Identifying information on food labels• Obtaining research material • 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. • The students will research and write a paper in which they discuss statistics, health risks, and prevention strategies of childhood obesity.	<p>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>

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April	Badminton Physical Activity	Activities: Badminton Skills, Rules and Game Play, Target Heart Rate, Weight lifting, Flexibility training, Aerobic exercise Formative: Performance of Skills, Rule Play, fitness log, target heart rate tracker, step tracker, class discussions, participation Summative: end of unit test	Curriculum Objectives: M.NG.06.01 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. 1 to 3 vs. 3). M.NG.06.02 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. Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 1. Physical activity knowledge: Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. 3. Engages in physical activity: Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training,
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			<p>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>
Month	Topic	Assessments and Activities	Curriculum Standards
May	<p>Physical Activity</p> <p>Physical Fitness Testing</p>	<p>Activities: One Mile Run, Push Up and Sit Up test, Pacer Test</p> <p>Formative: Best Effort on Tests</p> <p>Summative: Fitness Standards for age and gender</p>	<p>Curriculum Objectives: 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>

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			<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>K.HR.07.02 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 health-related fitness standards for age and gender (e.g., Curlup and Push-up).</p> <p>K.HR.07.07 understand how to self-assess health-related fitness status for muscular strength and endurance, and flexibility with teacher guidance.</p>
Month	Topic	Assessments and Activities	Curriculum Standards and IB Criterion and Strands
June	Physical Fitness Testing	<p>Activities: One Mile Run, Push Up and Sit Up test, Pacer Test</p> <p>Formative: Best Effort on Tests</p>	<p>Curriculum Objectives: K.HR.07.02 use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g One-Mile Run Test). K.HR.06.03</p>

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		Summative: Fitness Standards for age and gender	use the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curlup and Push-up). K.HR.07.07 understand how to self-assess health-related fitness status for muscular strength and endurance, and flexibility with teacher guidance.
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