

# PE/Health 7

## Course Syllabus



### Supervising Teacher

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**Course Description:** up to 2 semesters 7<sup>th</sup> grade  
*(A minimum of one semester is required for all 7<sup>th</sup> grade students.)*

This course combines the elements of health education with the principles of fitness and physical education in order to help students understand the correlation between a healthy lifestyle and physical activity. The health portion includes topics such as, decision making and communication skills, mental and emotional health awareness, environmental health, basic nutrition and fitness principles, and disease prevention. The fitness portion includes participation in various basic skill specific sports, recreational games, and fitness activities. **This course completes half of the PE/Health requirement for 7-8<sup>th</sup> grade students and can be taken in one semester or spread out over two semesters (see pacing guides below).**

### Recommended Textbook Options:

#### Health

*McGraw-Hill/Glencoe: Teen Health, Course 2*

**OR**

*Harcourt/Holt: Decisions for Health, Level Red – 7<sup>th</sup> grade*

#### Physical Education

*The Sports Rules Book – resource for teaching various sport skills*

### Recommended Supplemental Materials or Software:

#### Health

*Online resources to accompany the Teen Health textbook can be found at:*

[www.glencoe.com](http://www.glencoe.com)

*Building Character Workbook – Harcourt/Holt*

*Online resources to accompany the Decisions for Health textbook can be found at:*

<http://go.hrw.com/gopages/index.html>

#### PE

*Get Strong 101 DVD (Grades 5-12)*

*Fun Classroom Fitness Routines DVD Ages 10-14*

*Fun and Games – 100 Sport Related Activities for Ages 5-16*

### **Supplies or Equipment:**

For this course you will need access to basic equipment such as a basketball, football, volleyball, softball, etc., depending on the sport skills you plan to incorporate.

## **Pacing Guide for Health Portion**

The topics and standards for this course have been divided between the two semesters. The Health portion of this course covers **Standard 1 Core Concepts:**

- ✓ **Nutrition & Physical Activity**
- ✓ **Mental, Emotional & Social Health**
- ✓ **Prevention & Control of Disease**
- ✓ **Environmental Health**

**Standards 3-6 are covered as well (see Health Standards copied at the end of the syllabus). It is recommended that at least two days a week be spent on Health content.** A supplemental Health outline of lesson ideas and projects will be given upon enrollment. **If the student chooses to take this as a one semester course, the following pacing guide can still be used, but all topics must be covered within the semester.**

<b>Semester 1(Fall)</b>	<b>Semester 2 (Spring)</b>
Health and Wellness Goal Setting	Decision Making and Communication Skills (conflict resolution and healthy relationships)
Nutrition – include digestive system	Growth and Development – include reproductive systems
Fitness – include cardio respiratory system	Disease Prevention – include immune system
Mental and Emotional Health	Environmental Health

In order to fulfill this pacing requirement, the recommended texts have been broken down by chapter. Covering the chapters in the order listed will insure that all topics will be covered during the appropriate semester.

### **McGraw-Hill/Glencoe: Teen Health, Course 2**

<b>Semester 1(Fall)</b>	<b>Semester 2 (Spring)</b>
Chp.1 – Understanding Health	Chp. 6 – Healthy Relationships
Chp. 2 – Taking Charge of Health	Chp. 7 – Resolving Conflict
Chp. 3 - Nutrition	Chp. 12 - Puberty
Chp. 4 - Fitness	Chp. 13-14 – Disease Prevention and Care
Chp. 5 – Mental/Emotional Health	Chp. 16 – Environmental Health

## Harcourt/Holt: Decisions for Health, Level Red

Semester 1(Fall)	Semester 2 (Spring)
Chp. 1 – What is Health?	Chp. 2 – Decisions
	Chp. 9 – Healthy Relationships
Chp. 4 - Fitness	Chp. 10 – Conflict Resolution
Chp. 5 - Nutrition	Chp. 16 – Body Changes/Puberty
Chp. 3 – Self-Esteem - Mental Health	Chp. 14-15 – Disease Prevention
Chp. 7 – Emotions “ “	
Chp. 8 – Managing Stress “ “	

## Pacing Guide for the Physical Education Portion

The Physical Education portion of this course focuses on **Standard 1 (Skilled Movement)**, **Standard 2 (Movement Knowledge)**, and **Standard 3 (Valuing a Physically Active Lifestyle)**. This course requires participation in activities that teach and reinforce **beginning strategy and skills** for various sports and activities. **Since this is a two semester course (but can be taken in one semester), it is recommended that PE be done at least three days a week.**

**It is also recommended that the student choose a minimum of five individual/dual, and team activities each semester. The second semester should include participation in activities that differ from first semester, but the student may incorporate the skills and strategies they have learned during the first semester while participating in modified games or modified team play.**

Modified team play includes participating with at least one other person. This allows the student to practice skills and use game strategies. The student may also play on a recreation league team or as part of a co-op. The following list of sports and activities are a few possible choices which would meet the requirement:

### **Individual/Dual/Team Sports (may require learning basic skills which progress to team participation).**

Basketball	Gymnastics
Soccer	Swimming
Football	Badminton
Softball	Pickleball
Volleyball	Track & Field
Tennis	Dance/Ballet
Softball	

This course can also include participation in the **Presidential Fitness Challenge**.

Information regarding this program can be found at:

<http://www.presidentschallenge.org/>

\*There are no specific chapters to cover in the PE textbooks, as it depends on the sports and activities you choose to do with your child.

**I-DEA Student Honor Code:**

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

*“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”*

**Please see the Health and Physical Education Standards Below!!**

**IDAHO CONTENT STANDARDS  
HEALTH EDUCATION  
Grades 6-8**

**Standard 1: Comprehend Core Concepts**

Core Concepts of Health Education for Grades 6-8 are defined below:

**Alcohol, Tobacco & Other Drugs**

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. This includes the effects, influences, prevention, and treatment of the use of alcohol, tobacco products, and other types of drugs on the body.

**Nutrition & Physical Activity**

Youth are best ready to learn and achieve their fullest potential when they are well nourished and physically active. Nutrition and physical activity education increases knowledge and skills to make healthy food choices and to engage in lifelong physical activity which will promote health and preventable diseases.

This includes connections to physical, mental, emotional and social health; energy level; self image; and physical fitness.

**Injury Prevention & Safety**

Unintentional and intentional injuries rank among the greatest threats to the health of young. Knowledge about prevention through safe living habits, healthy decisions, violence prevention, emergency response, and an understanding of the consequences of one's decisions will help to prevent injuries.

**Mental, Emotional & Social Health**

Mental, emotional and social wellbeing is a foundation for building good health and includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

**Prevention & Control of Disease**

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases, include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Information and discussion of sexually transmitted diseases, HIV and AIDS are important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

### **Consumer & Community Health**

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

### **Growth, Development & Family Life**

A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Family living includes healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV, pregnancy prevention, and methods of prevention. Information should be factual, medically accurate, objective and developmentally appropriate.

\*Reference to Idaho Education Code Title 33, Chapter 16: Sections 1608-1611

### **Environmental Health**

Individuals need an awareness of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

**Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and personal health.
- 6-8.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 6-8.H.1.1.3 Analyze how the environment affects personal health.
- 6-8.H.1.1.4 Describe how family history can affect personal health.
- 6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.
- 6-8.H.1.1.6 Explain how appropriate health care can promote personal health.
- 6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 6-8.H.1.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

### **Standard 2: Analyzing Influences**

**Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.
- 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health.
- 6-8.H.2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

- 6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 6-8.H.2.1.6 Explain how school and public health policies can influence health promotion and disease prevention.

### **Standard 3: Accessing Information**

**Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.
- 6-8.H.3.1.2 Access valid health information from home, school, and community.
- 6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility.
- 6-8.H.3.1.4 Describe situations that may require professional health services.

### **Standard 4: Interpersonal Communication**

**Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies.
- 6-8.H.4.1.4 Demonstrate how to ask for assistance to enhance the health of self and others.

### **Standard 5: Decision Making**

**Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

- 6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.
- 6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 6-8.H.5.1.3 Distinguish when individual or collaborate decision-making is appropriate.
- 6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 6-8.H.5.1.7 Analyze the outcomes of a health-related decision.

### **Standard 6: Goal Setting**

**Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

6-8.H.6.1.1 Assess personal health practices.

6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.

6-8.H.6.1.3 Apply strategies and skills needed to attain a personal health goal.

### **Standard 7: Practice Healthy Behavior**

**Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.

6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

### **Standard 8: Advocacy**

**Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.**

**Objective(s): By the end of Eighth Grade, the student will be able to:**

6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information.

6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.

6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools and the community.

6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

**IDAHO CONTENT STANDARDS  
GRADE 6-8  
PHYSICAL EDUCATION**

**Standard 1: Skilled Movement**

**Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.**

**Objective(s): By the end of grade 8, students will:**

- 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc.).
- 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity and in combination with other basic skills.
- 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of sports and physical activities (e.g., wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc.).

**Standard 2: Movement Knowledge**

**Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.**

**Objective(s): By the end of grade 8, students will:**

- 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc., (e.g., transition from offense to defense, leave no trace, shortest distance, angles of interception, fluid sequential movement, etc.).
- 6-8.PE.2.1.2 Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe why extending the elbow in striking skills is important, etc.).
- 6-8.PE.2.1.3 Apply external feedback to guide and improve performance (e.g., use videos to refine skills, verbal feedback to improve performance, etc.).

### **Standard 3: Valuing a Physically Active Lifestyle**

#### **Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.**

- 6-8.PE.3.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute, etc.).
- 6-8.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).
- 6-8.PE.3.1.3 Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, lessons, camping, etc.).
- 6-8.PE.3.1.4 Describe the challenges found both in experiencing high levels of competition and in learning new and/or different activities (e.g., journaling, videos, blogs, etc.).

### **Standard 4: Personal Fitness**

#### **Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.**

##### **Objective(s): By the end of grade 8, students will:**

- 6-8.PE.4.1.1 Know and demonstrate the health-related fitness components including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).
- 6-8.PE.4.1.2 Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., President's Council, assessment series from NASPE, combatives, sprint starts, vertical/standing jump, pilates, etc.).
- 6-8.PE.4.1.3 Participate in a variety of health-related and skill-related fitness activities in diverse settings including school, home, workplace, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance, etc.).
- 6-8.PE.4.1.4 Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion, etc.).
- 6-8.PE.4.1.5 Apply basic principles and types of training to improve fitness goals (e.g., frequency, intensity, progression, specificity, overload, regularity, interval training, fartlek, circuit training, resistance training, etc.).

## **Standard 5: Personal and Social Responsibility**

**Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings. Objective(s): By the end of grade 8, students will:**

- 6-8.PE.5.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g. participate within the rules of an activity, display good sportsmanship, practice self-control, etc.).
- 6-8.PE.5.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g. resolve argument between peers, be sensitive of the rights and feelings of others, role play, case studies, etc.).
- 6-8.PE.5.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g. identify ways to relieve stress, develop team goals, practice for competition, sport education, adventure activities, challenge activities, etc.).
- 6-8.PE.5.1.4 Appreciate others of diverse characteristics and backgrounds during physical activity (e.g. invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, cultural activities/projects, peer mentoring, etc.).
- 6-8.PE.5.1.5 Recognize the role of sport and physical activity in influencing personal and social behavior (e.g. identify positive and negative behaviors of sport figures; develop leadership skills, responsibility of actions, importance of individual roles in group activities, etc.).

















