

PE/Health 7

Course Syllabus



Supervising Teacher

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Course Description: _____ **up to 2 semesters** _____ **7th grade**

(A minimum of one semester is required for all 7th 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 7-8th grade students and can be taken in one semester or spread out over two semesters (see pacing guides below).**

Required Textbook Options for the Health Portion:

**McGraw-
Hill/Glencoe:
Teen Health**

**Course 2 SE
Edition**

ISBN: 0078697611

**Harcourt/Holt:
Decisions for
Health**

**Level Red - 7th
grade SE Edition**

ISBN:
0030675227

**Optional
Supplement:**

Harcourt/Holt
Building Character
Workbook
ISBN: 003078834X

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

www.glencoe.com

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

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

Recommended Textbook/Supplemental Options for the PE Portion:

<p>Human Kinetics: <u>The Sports Rules Book</u></p> <p>A resource for teaching various sport skills.</p> <p>ISBN: 9780736076326</p>	<p>Human Kinetics: <u>Fun Classroom Fitness Routines DVD</u></p> <p>Ages 10-14</p> <p>ISBN: 9780736074315</p>	<p>Human Kinetics: <u>Physical Activity for Health and Fitness</u></p> <p>Content related to body systems and the importance of activity and nutrition.</p> <p>ISBN: 9780736052054</p>
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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 1Core 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.**

Semester 1(Fall)	Semester 2 (Spring)
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

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

State of Idaho Content Standards for PE and Health

Health:

<http://www.sde.idaho.gov/site/csh/docs/Standards/Health%20Education%20Standards%20FINAL%20Approved%20by%20Legislature%201-2010%20for%20Adoption%20Fall%202010.pdf>

PE:

<http://www.sde.idaho.gov/site/csh/docs/Standards/PE%20IDAHO%20CONTENT%20STANDARDS%20Approved%201-2010%20for%20School%20District%20Adoption%20Fall%202010.pdf>

