



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching & Learning
Parent/Student Course Information

HEALTH AND PHYSICAL EDUCATION 7
(PE 7120)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Physical Education Grade 7 focuses on the development of competence in modified versions of various game/sport, rhythmic, and recreational activities as well as the improvement of students' levels of physical fitness. These include cooperative learning, individual and dual activities, team activities, dance and fitness. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is presented, as is the application of basic scientific principles of anatomical structures, movement principles, energy balance, and personal fitness. A fitness test will be administered each semester to determine a student's healthy wellness zone. Components tested are the pacer; curl-ups; trunk lift; push-ups; back saver sit and reach skills. The WELNET student/parent report will be accessible to parents/guardians via the web-based program WELNET located at www.focusedfitness.org. The report will be available in the fall after the completion of the initial pre-testing period and again in the spring, after the year-end post-testing period. Parents should be reminded to check the website for the student/parent report. Paper copies will be sent to parents who do not have internet access. All students will receive a parent report at the end of each semester.

Health topics include *Virginia Rules* program, formally *Class Action-Teens Learn and Live the Law*; Wellness and Nutrition; Health Risk Behaviors-Substance Abuse and Safety; Managing Personal and Family Health-Mental Health and Circulatory System; Community Health.

The Family Life Education (FLE) program is implemented during the second semester of the health program. Prior to the start of the family life program, students receive information in their schools to take home to their parents/guardians. This information includes the dates of instruction for the program as well as more specific information related to the Opt-Out program. The Opt-Out program offers parents/guardians the opportunity to withdraw their children from the Family Life Education Program if they do not wish them to participate in some or all of the lessons. Since individual schools schedule the dates for their FLE instruction, deadlines for opting-out of the program will vary. However, requests must be in writing to be honored at any time during the Family Life program.

The seventh-grade Family Life Education program focuses on the topics of physiological changes in adolescence, sexual abstinence outside of marriage, family planning within the marriage and the development of friendships and relationships in connection while dating.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Health and Physical Education, Grade 8

REQUIRED STUDENT TEXTBOOK

Teen Health: Hard copy and online, Glencoe (2014)

Adapted physical education is provided for students certified by a doctor as being unable to participate in the regular program.

HEALTH GRADE 7

Wellness

- SOL 7. 1 The student will identify and explain essential health concepts to understand personal health.
- SOL 7. 1. d Evaluate the impact of sleep and rest on physical health and on cognitive performance.
- SOL 7. 1. f Describe ways to prevent weather- or climate-related physical conditions such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.
- SOL 7. 1. k Analyze how the school and community can affect personal health practices and behaviors, to include access to and availability of physical, emotional, and social health services; emergency response systems; health care products; and recreational and leisure opportunities.
- SOL 7. 2. a Determine the health benefits of regular physical activity and fitness.
- SOL 7. 2. b Examine the importance of participating in recreational and leisure activities
- SOL 7. 2. c Calculate the health benefits of active transportation.
- SOL 7. 2. i Compare current personal sleep and rest habits with recommended guidelines for teenagers.
- SOL 7. 2. j Evaluate the impact of sleep and rest on physical and mental performance.
- SOL 7. 3 The student will apply concepts and principles of training and fitness-planning skills to improve physical fitness.
- SOL 7. 3. b Formulate a plan to increase opportunities for physical activity at home, at school, and in the community.
- SOL 7. 3. c Design and promote safe walking and bike routes to and from school or another location in the community.
- SOL 7. 3. d Analyze the relationships among physical activity, caloric intake, and body composition.
- SOL 7. 3. f Create a personal and family plan to meet guidelines for sleep and rest.
- SOL 7. 3. g Promote the importance of regular health and medical screenings and medical examinations.

Nutrition

- SOL 7. 1. e Analyze the caloric and nutritional value of foods and beverages.
- SOL 7. 1. g Describe the benefit of eating foods to meet the recommendations for iron, calcium, and fiber.
- SOL 7. 1. h Describe how heredity influences growth and development.
- SOL 7. 2. e Analyze the effects of nutrition on daily performance.
- SOL 7. 2. f Determine the cognitive and physical benefits of eating a healthy breakfast.
- SOL 7. 2. g Evaluate the accuracy of claims about dietary supplements and popular diets.
- SOL 7. 2. h Use a decision-making process to evaluate daily food intake and nutritional requirements.
- SOL 7. 3. d Encourage nutrient-dense food choices at home and at school.
- SOL 7. 3. e Encourage peers and family members to eat healthy foods and to be physically active.

Health Risk Behaviors

VBO Virginia Rules Program

- SOL 7. 1. o Identify alternatives to gang-related behaviors and acts of violence.
- SOL 7. 1. u Explain how violence, bullying, and harassment affect health and safety.
- SOL 7. 1. v Describe the role of empathy in preventing bullying (in school and online).
- SOL 7. 2. k Describe types of advertising techniques used in a variety of media, to include social media that may influence adolescents' decisions concerning gang involvement.
- SOL 7. 2. l Identify consequences of engaging in risky behaviors, to include gang involvement and imitating gang-related behaviors.
- SOL 7. 2. s Explain why it is important to prevent bullying at school and online.
- SOL 7. 3. n Create strategies to promote awareness of consequences associated with gang involvement.

SOL 7. 3. s Create a campaign to prevent bullying in school and online.

Substance Abuse

- SOL 7. 1. i Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors.
- SOL 7. 2. k Describe types of advertising techniques used in a variety of media, to include social media that may influence adolescents' decisions concerning alcohol, tobacco, and drug use.
- SOL 7. 2. l Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use.
- SOL 7. 2. m Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances.
- SOL 7. 3. h Identify ways to participate in school and community efforts to promote a drug-free lifestyle.

Safety

- SOL 7. 1. j Identify consumer protection for health products and services.
- SOL 7. 1. m Recognize harmful and risky behaviors.
- SOL 7. 1. n Identify potential personal safety issues related to being home alone, caring for others, being in the neighborhood and community, and being online. SOL 7. 3. j Analyze the types of advertising techniques used to influence adolescent and family health practices and decisions.
- SOL 7. 3. l Identify a health care product or service for students, families, schools, or communities.
- SOL 7. 3. r Design an evaluation tool that measures the safety and supportiveness of a school climate.
- SOL 7. 3. t Identify ways to maintain a safe and healthy environment at school and at home.

Managing Personal and Family Health

Mental Health

- SOL 7. 1. l Analyze the benefits of stress management and stress-reduction techniques.
- SOL 7. 1. p Develop and promote strategies for coping with disappointment and adversity.
- SOL 7. 1. q Identify physical, social, and emotional factors that affect school success.
- SOL 7. 1. r Identify the benefits of healthy interpersonal relationships.
- SOL 7. 1. s Recognize the impact of difficult family situations on physical, social, and emotional health.
- SOL 7. 1. t Differentiate between passive, aggressive, and assertive communication.
- SOL 7. 2. n Explain the influence of personal and family values and beliefs on individual health practices and behaviors.
- SOL 7. 2. o Describe how peers influence healthy and unhealthy behaviors.
- SOL 7. 2. p Explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for emotional health.
- SOL 7. 2. q Develop achievable goals for handling stressors in healthy ways.
- SOL 7. 2. r Explain the importance of a positive (emotionally safe) school climate for school success.
- SOL 7. 3. i Describe how family practices and customs promote positive health choices.
- SOL 7. 3. k Evaluate the validity of information from different resources, and share findings with others.
- SOL 7. 3. m Demonstrate how to influence others to make positive health choices.
- SOL 7. 3. n Create strategies to address differences between family values and beliefs and those of friends.
- SOL 7. 3. q Promote help-seeking for mental health concerns.

Circulatory System

- SOL 7. 1. a Identify and describe the major structures and functions of the circulatory system.
- SOL 7. 2. d Describe how healthy food choices and physical activity keep the circulatory system healthy.
- SOL 7. 3. a Create a campaign to promote cardiovascular health.

Environmental Health

- SOL 7. 1. w Describe human activities that contribute to air, water, soil, and noise pollution.
- SOL 7. 2. t Describe how a healthy environment is essential to personal and community health.
- SOL 7. 2. u Evaluate the relationship of social and environmental factors to individual and community health.
- SOL 7. 2. v Identify the community's financial resources dedicated to promoting health.
- SOL 7. 3. u Demonstrate ways to conserve and promote the conservation of natural resources.

PHYSICAL EDUCATION GRADE 7

Motor Skill Development

- SOL 7. 1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, and recreational activities.
- SOL 7. 1. a Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations.
- SOL 7. 1. b Demonstrate offensive strategies and tactics to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage.
- SOL 7. 1. c Demonstrate basic abilities and safety precautions in recreational pursuits (e. g. , in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, and rock climbing).
- SOL 7. 1. d Create and demonstrate movements appropriate to a variety of rhythm patterns in selected folk, social, world, country, square, contemporary, and line dances.
- SOL 7. 1. e Describe and demonstrate how movement is stabilized to include balance (center of gravity and center of support) and planes of movement.
- SOL 7. 1. f Demonstrate the movement learning progression (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or activity.

Anatomical Basis of Movement

- SOL 7. 2 The student will understand and apply movement principles and concepts and knowledge of major body structures.
- SOL 7. 2. a Identify the "core muscles", to include pelvis, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement.
- SOL 7. 2. b Apply biomechanical principles (e. g. , center of gravity, base of support) to understand and perform skillful movements.
- SOL 7. 2. c Describe the planes of motion in which movement occurs to include sagittal plane, frontal plane, and transverse plane.
- SOL 7. 2. d Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements.

Fitness Planning

- SOL 7. 3 The student will apply concepts and principles of training and fitness-planning skills to improve physical fitness.
- SOL 7. 3. a Identify safe practices for improving physical fitness.
- SOL 7. 3. b Complete a self-assessment of health-related fitness and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, action plan that incorporates the FITT (frequency, intensity, time, and type) principle, timeline, documentation of activities inside and outside of school, roadblocks/barriers and solutions, mid year and end-of-year assessments, and reflection on progress for improving at least three self-selected components of health-related fitness.
- SOL 7. 3. c Use a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.
- SOL 7. 3. d Analyze the relationships among physical activity, caloric intake, and body composition.
- SOL 7. 3. e Compare and contrast aerobic and anaerobic capacity and muscle strength and endurance.
- SOL 7. 3. f Create and implement an activity plan to meet guidelines of 60 minutes a day of moderate to vigorous physical activity.

Social Development

- SOL 7. 4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.
- SOL 7. 4. a Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.
- SOL 7. 4. b Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.
- SOL 7. 4. c Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others.
- SOL 7. 4. d Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.
- SOL 7. 4. e Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills.
- SOL 7. 4. f Identify positive mental and emotional aspects of participating in a variety of physical activities.
- SOL 7. 4. g Describe how participation in physical activities creates enjoyment.
- SOL 7. 4. h Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette.

Energy Balance

- SOL 7. 5 The student will describe rate of perceived exertion and nutrients (energy) needed for a variety of activities and explain the importance of sleep for energy balance.
- SOL 7. 5. a Describe a Rate of Perceived Exertion (RPE) scale.
- SOL 7. 5. b Explain the connection between an RPE scale and heart rate, and the body's response to physical activity.
- SOL 7. 5. c Define and describe the anaerobic and aerobic energy systems.
- SOL 7. 5. d Identify the nutrients needed for optimal aerobic and anaerobic capacity and for muscle strength and endurance.
- SOL 7. 5. e Create a snack plan including foods and beverages consumed before, during, and after a self-selected vigorous physical activity addressing nutrition needs for each phase and explaining the

impact on and relationship to RDA, portions, macronutrients, vitamins, minerals, hydration, sugar, and salt.

SOL 7. 5. f Calculate resting heart rate (RHR) and describe its relationship to aerobic fitness and an RPE scale.

SOL 7. 5. g Explain the importance of sleep for energy balance.

SOL 7. 5. h Explain energy balance and how it leads to a healthy body.

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For further information please call (757) 263-1070.

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To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at Brenda.Fuller@VBSchools.com

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