

Lemont-Bromberek Combined School District 113A

Seventh Grade Physical Development and Health Goals

Students will:

Health-Enhancing Physical Activity

- Use skill combinations competently in modified versions of individual/dual/team activities. (R)
- **Display appropriate use of speed, force and form in a variety of movement skills (e.g., throwing with power and accuracy in game-like situations) to be an effective and contributing player in selected games and sports. (M)**
- Use feedback, including available technology, to improve skill performance. (R)
- **Compare and contrast the use of movement skills to transfer the skill from one sport/activity to another (e.g., overhead throw, tennis serve, overhead clear in badminton). (M)**
- **Demonstrate a variety of movement sequences as found in line, aerobic, folk dances and other rhythmic activities (e.g., jump rope). (M)**
- **Engage in safe practices before, during and after activities, games or sports. (M)**
- **Use appropriate game rules. (M)**
- Perform and assess the quality of player response to dynamic, interactive environments (e.g., appropriate offensive position with ball or goal). (R)
- Apply biomechanical principles (e.g., center of gravity, base of support, angle of release) to understand and perform skillful movements. (R)
- Understand the existing components of a specific activity to improve that activity (increase participation). (R)
- Describe when, where and how to use offensive, defensive and cooperative strategies and their use in activity settings. (R)
- **Coordinate body movements with a dance partner. (M)**
- **Improve physical rhythmic response and endurance. (M)**
- **Identify various forms of dance. (M)**

Physical Fitness/Self-Assessment

- Define the four parts of FITT: Frequency, Intensity, Time and Type. (I)
- Describe and apply basic principles of training (e.g., FITT, overload, progression) and their relationship to implementing safe and appropriate personal fitness programs. (I)
- Participate in a standardized physical fitness program. (R)
- Complete a health-related fitness assessment and score at an acceptable level. (R)
- Explain the concept of target heart rate and the importance of monitoring their work-outs. (R)
- Explain the purpose of aerobic activity. (R)
- Use measurement and assessment data (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skin fold calipers) to develop personal goals for improvement in at least two fitness components. (R)
- Identify their own physical strengths and weaknesses. (I)
- Analyze personal interests and capabilities in regard to one's exercise behaviors. (I)
- Identify the critical aspects of a healthy lifestyle. (R)
- Explain the critical role of physical fitness in their daily lives. (R)
- Identify local programs and facilities (e.g., ice rinks, roller rinks). (I)
- Identify local parks (e.g., fields, pools, bike paths, hiking trails). (I)
- Develop and/or improve the various components of fitness. (R)

- Describe the basic muscular system and the proper terminology of the major muscle groups. (I)
- Demonstrate a basic understanding of the various components of fitness: cardio respiratory endurance, muscular endurance, flexibility, agility, coordination, balance and power. (R)

Team Building

- Change the rules of an activity or game in order to include every participant. (I)
- Demonstrate the ability to remain on task while participating in physical activity during a designated period of time. (R)
- Work cooperatively with others. (R)
- Recognize individual differences in performance within a group. (R)
- Resolve conflicts that arise during structured group physical activity. (R)
- **Apply safety procedures, rules and etiquette. (M)**

Health Promotion

- Discuss rules and safety procedures in physical activities. (R)
- Indicate behaviors/choices that may increase risks to one's health. (R)
- **Identify opportunities for participation in physical activity. (M)**
- **Identify the principles of training: frequency, intensity, time and type (FITT). (M)**
- Describe the role that fitness plays in life-long health. (R)
- Explain the relationship between exercise and disease. (R)
- Follow rules, regulations and safety procedures while engaged in physical activity and encourage others to do so. (R)
- **Describe safety rules to be followed when engaged in physical activity. (M)**
- **Apply rules, regulations and safety procedures to be followed while engaging in physical activity. (M)**
- Tell others how they influence other people's health choices/behaviors. (R)
- Recall positive health behaviors, choices and skills. (R)
- Discuss how peers affect health-related choices. (R)
- Use a decision-making process to make a healthy choice in a peer pressure situation. (R)
- Discuss how peers influence health-related choices/behaviors. (R)

Body Systems

- **Describe the effects steroids have on body systems and identify prevention strategies. (I-State Mandate)**
- **Explain the relationship between fitness and physical, mental and social health. (M)**
- **Explain the relationship between diet and exercise. (M)**
- Recognize the positive effects of physical activity on the body's systems. (I)
- Recognize the negative effects of physical activity on the body's systems. (I)
- Define the word 'calorie.' (I)
- **Identify the benefits of both aerobic and anaerobic activities on the body's systems. (M)**
- **List choices that have a positive influence on health. (M)**
- **List choices that have a negative influence on health. (M)**
- Recognize the importance of establishing an ongoing exercise plan in order to sustain the health of the body's systems. (I)
- **Describe the effects steroids have on body systems and identify abuse prevention strategies. (I)**
- Describe effects of drug use. (R)
- **List choices that have a negative influence of health. (M)**
- Identify the roles significant people in an individual's life play in providing a mental, emotional and social support system. (I)

- **Define the phrase ‘peer pressure.’ (M)**
- **Recognize social forces and norms that exert positive or negative influences on health practices, including fitness and diet. (M)**
- Practice effective methods of communication (written, verbal, non-verbal). (R)
- Practice conflict resolution skills. (R)
- Use the principles of energy balance to plan a diet and activity routine that will result in healthy body weight and composition. (I)
- Apply the principles of energy balance, calorie intake and expenditure to plan a diet and activity routine that will result in healthy body weight and composition. (I) (covered in PE)
- Incorporate effective methods of communication (verbal, non-verbal, written) into daily activities. (R)
- Demonstrate interpersonal behaviors that can help people feel comfortable with one another. (I)
- **Identify risk-taking behaviors. (M)**
- Understand how proper amounts of rest, work, sleep, exercise/activity/play and nutrition promote physical, mental and social well-being. (R)
- **Explain the effects of diet and exercise on body weight and composition. (M)**
- **Identify the possible impact of death, loss and/or divorce on family and friends. (M)**
- **Explain the important role tone of voice plays in communication. (M)**
- Demonstrate the skills necessary to be a good listener. (R)
- **List characteristics of those who get along with others. (M)**
- Identify the responsibilities and consequences in relationships. (R)
- Describe the principles of energy balance (calorie intake, expenditure). (I)
- Describe how peers influence one’s life. (R)
- List interventions and strategies that can be utilized in a variety on health-related situations. (R)
- Develop the ability to formulate new friendships. (R)
- **Differentiate among various family structures. (M)**
- Identify health-related choices which, if made today, can affect a person’s physical, mental, emotional and social growth and development in the future. (I, R, M)
- **Discuss how making healthy choices can help a person live a more healthy life. (M)**
- Recognize the effects of personal health practices/choices on physical, mental, emotional and social well-being. (I, R, M)

Health/Well-Being

- **Describe possible causes and consequences of conflict and violence in schools and communities. (M)**
- **Explain the negative impact of gangs on individuals and society. (M)**
- **Describe ways of expressing a message clearly to avoid misunderstandings. (M)**
- Simulate situations where bullying occurs. (I)
- Discuss consequences of bullying. (R)
- Relate how positive and negative communication affects others. (R)
- Predict emotional responses in different situations. (I)
- Analyze possible consequences of conflict. (R)
- Examine possible causes of violence. (R)
- Analyze effects of violence. (R)
- Cite examples of how violence is portrayed by the media. (I)
- **Identify common causes of conflict among peers and parents. (M)**
- **Describe the effect of conflict and violence upon the health of the individual. (M)**
- **Describe the effect of conflict and violence upon the health of a family. (M)**
- Describe the effect of conflict and violence upon the health of the community and school. (I)
- Demonstrate conflict mediation and conflict resolution skills. (I)

- **Infer consequences of bullying. (M)**
- Examine how negative/unsafe behavior affects others in the environment. (R)
- Evaluate positive and negative communication skills in peer relationships. (R)
- Critique different types of communication skills. (R)
- **Determine consequences of conflict among peers and parents. (M)**
- **Demonstrate nonviolent methods for resolving interpersonal differences. (M)**
- Work cooperatively with others to accomplish a goal. (R)
- Model good relationship skills. (R)
- **Identify positive methods for addressing interpersonal differences. (M)**
- Demonstrate how peers can help one another avoid and cope with potentially dangerous situations. (R)
- Use negotiation, mediation and conflict resolution skills. (R)
- **Identify acceptable methods of asserting oneself in peer group situations. (M)**
- **Express acceptable methods of asserting oneself in peer group situations. (M)**
- Apply acceptable methods of asserting oneself in peer group situations. (R)
- **Compare and contrast methods for addressing interpersonal differences (e.g., avoidance, confrontation, compromise). (M)**
- **Determine actions to take when bullying occurs. (M)**
- Handle disagreements by using conflict mediation skills.
- **Practice negotiation, mediation and conflict resolution skills. (M)**
- **Interpret the methods for addressing interpersonal differences without harm. (M)**
- **Simulate ways to settle disagreements among peers and parents. (M)**
- **Describe the important role that body language plays in communication. (M)**
- Identify passive, aggressive, passive-aggressive and assertive forms of communication. (I)
- **Give examples of positive communication. (M)**
- **Role-play situations where positive communication skills are used to avoid conflict. (M)**
- Recommend ways to promote a safe school environment. (I)
- **Analyze good communication skills in relationships. (M)**
- **Elaborate on how positive communication can help build and maintain a healthy relationship. (M)**
- **Examine how positive communication skills help to build and maintain relationships. (M)**
- **Justify the importance of building good relationships. (M)**
- **Explain the basis for relationships, including friendships. (M)**
- **Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace. (M)**
- **Appraise communication skills in relation to peer behavior. (M)**
- Apply positive communication skills to avoid conflict. (R)
- Explain how to build and maintain healthy relationships. (R)

Safety

- Identify and practice safe procedures related to bus transportation. (R-State Mandate)
- Recognize the danger of and avoid abduction. (R-State Mandate)
- Recognize methods for the prevention and avoidance of alcohol, drug and substance abuse. (R-State Mandate)
- Recognize consequences of alcohol, drug and substance abuse. (R-State Mandate) (7th grade advisory, 2nd step/homeroom may cover & Lemont Police may provide assistance through guest presentations)
- Recognize the consequences of being involved in an exclusive group (i.e., gang) through development of conflict resolution, cultural sensitivity, personal goal setting and the resistance of peer pressure. (R-State Mandate) (7th grade advisory, 2nd step/homeroom may cover & Lemont Police may provide assistance through guest presentations)

- Identify Internet threats, risks and safety strategies related to child predators, fraud and other dangers. (R-State Mandate) (7th grade advisory, 2nd step/homeroom may cover & Lemont Police may provide assistance through guest presentations)
- Develop an age-appropriate awareness about sexual abuse, assault and prevention, including teen dating violence. (State Mandate)