



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

***Department of Teaching & Learning***  
***Parent/Student Course Information***

**HEALTH AND PHYSICAL EDUCATION 7**

**(PE 7120)**

**One credit, one year**

**GRADE 7**

*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**

During seventh grade physical education students continue to develop competence in modified versions of various games/sports, rhythmic, and recreational activities. They vary movement during dynamic and unpredictable game situations. Recreational pursuits become an additional curriculum option, broadening lifelong physical activity options. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of anatomical structures, movement principles, energy balance, and personal fitness. Students relate the importance of physical activity to health, focusing particularly on weight and stress management. Students understand strategies to achieve and maintain personal fitness standards and create plans by setting reasonable and appropriate goals for improvement or maintenance of health-related fitness. Students continue to develop social skills and cooperative behaviors by demonstrating problem solving, conflict resolution, communication skills, appropriate etiquette, integrity, and respect for others.

During seventh grade health, students generate and choose positive alternatives to risky behaviors (responsible decision making). They use skills to resist peer pressure (relationship skills) and manage stress and anxiety (self-management). Students are able to relate health choices to alertness, feelings, and performance at school or during physical activity (self-awareness). Students exhibit a healthy lifestyle, interpret health information, and promote good 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 program focuses on the topics of physiological changes in adolescence, sexual abstinence outside of marriage, sexually transmitted infections, the transmission of HIV and prevention of AIDS, internet safety, as well as human trafficking.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

Health and Physical Education, Grade 8

**REQUIRED STUDENT TEXTBOOK**

None

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

## HEALTH GRADE 7

### *Essential Health Concepts*

7.1 The student will identify and explain essential health concepts to understand personal health.

#### **Body Systems**

a) Identify and describe the major structures and functions of the circulatory system.

#### **Nutrition**

b) Describe the value of nutrient-dense foods.

c) Describe the benefit of eating foods to meet recommendations for iron, calcium, potassium, vitamin D, and dietary fiber.

d) Identify decision-making steps for selecting healthy foods and beverages.

e) Explain how allergens cause an allergic reaction.

#### **Physical Health**

f) Explain the concept of active transportation (e.g., walking, biking).

#### **Disease Prevention/Health Promotion**

g) Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.

h) Explain the impact of weather- or climate-related physical conditions on individuals, including allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.

i) Describe how the school and the community can impact personal health practices and behaviors, including the availability of physical, emotional, and social health services; emergency response systems; healthcare products; and recreational and leisure opportunities.

j) Identify government agencies that provide consumer protections for health products and services.

#### **Substance Abuse Prevention**

k) Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors.

l) Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products, and explain their uses.

m) Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs).

#### **Safety/Injury Prevention**

n) Identify potential safety issues related to babysitting, caring for younger siblings, being alone at home, in the neighborhood (e.g., water sports, recreation areas, shopping areas), and being online.

#### **Mental Wellness/Social and Emotional Skills**

o) Identify the body's physical and psychological responses to stress.

p) Identify the characteristics of healthy interpersonal relationships.

q) Recognize the impact of disappointment or adversity on physical, social, and emotional health and how to cope effectively and change one's feelings.

r) Describe situations that can cause a range of emotions and feelings, and describe how to recognize these feelings and emotions and predict how long they may last.

s) Identify healthy verbal, nonverbal, written, and visual communication.

t) Define disordered eating and describe types of eating disorders.

u) Define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression.

#### **Violence Prevention**

v) List the characteristics of and how to contribute to a positive (i.e., emotionally safe) school climate.

w) Describe the role of empathy in preventing bullying and cyberbullying.

x) Explain the myths and facts about gangs and gang-related behaviors.

#### **Community/Environmental Health**

y) Describe human behaviors that contribute to air, water, soil, and noise pollution.

### **Healthy Decisions**

7.2 The student will use decision-making skills to promote health and personal wellness.

**Body Systems**

a) Describe how healthy food choices and physical activity keep the circulatory system healthy.

**Nutrition**

b) Analyze the effects of nutrition on daily performance (i.e., mind and body).

c) Explain the cognitive and physical benefits of eating a healthy breakfast.

d) Use a decision-making process to evaluate daily food intake and nutritional requirements.

e) Discuss the concept of an allergen-safe zone.

**Physical Health**

f) Analyze the physical and mental health benefits of active transportation.

**Disease Prevention/Health Promotion**

g) Compare current personal sleep and rest habits with recommended guidelines for teenagers.

h) Describe ways to prevent weather- or climate-related physical environmental conditions, such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.

i) Identify resources in the community that are dedicated to promoting health.

j) Identify state and federal laws that provide consumer protections.

**Substance Abuse Prevention**

k) Understand that addiction is a compulsive physiological need for and use of a habit-forming substance.

l) Explain the purpose of the Food and Drug Administration (FDA), and differentiate between FDA-approved and non-FDA-approved substances.

m) Identify short term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs.

**Safety/Injury Prevention**

n) Explain the importance of recognizing harmful and risky behaviors related to personal safety.

**Mental Wellness/Social and Emotional Skills**

o) Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health.

p) Explain how empathy, compassion, and acceptance of others support healthy relationships.

q) Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity.

r) Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support.

s) Describe the relationship between healthy communication skills and healthy relationships.

t) Describe the warning signs, risk factors, and protective factors for eating disorders.

u) Explain when mental illnesses and mental challenges require support or assistance (e.g., when they affect one's relationships, responsibilities, and involvement in activities).

**Violence Prevention**

v) Explain how violence, bullying, and harassment affect personal health and school safety.

w) Explain why it is important to be able to identify bullying behavior to prevent bullying and cyberbullying.

x) Explain why people may join gangs, including the relationship between self-image and gang-related behaviors.

**Community/Environmental Health**

y) Explain how environmental health is essential to personal and community health.

**Advocacy and Health Promotion**

7.3 The student will promote healthy schools, families, and communities.

**Body Systems**

a) Promote strategies for maintaining a healthy circulatory system.

**Nutrition**

b) Encourage nutrient-dense food choices at home, at school, and in restaurants.

c) Educate peers and family members on the importance of eating a healthy breakfast and being physically active.

d) Explore opportunities to engage with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events.

e) Promote understanding of the importance of handwashing, not sharing food, and allergen safe zones.

**Physical Health**

f) Design and promote safe walking and bike routes to and from school or another location in the community.

**Disease Prevention/Health Promotion**

g) Engage family to create a personal plan to meet recommended guidelines for sleep and rest.

- h) Determine strategies to protect against the harmful effects of the sun, heat, and cold.
- i) Define public health and describe the associated health and medical careers and the training required for these occupations.
- j) Evaluate and promote a healthcare product or service for students, families, schools, or communities that will help others to make positive health choices.

**Substance Abuse Prevention**

- k) Identify ways to participate in school and community efforts to promote a drug-free lifestyle.
- l) Create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents' decisions concerning alcohol, tobacco and nicotine products, and other drugs.
- m) Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills).

**Safety/Injury Prevention**

- n) Describe ways to maintain a safe and healthy environment at school, in the community, at home, and online.

**Mental Wellness/Social and Emotional Skills**

- o) Develop achievable goals for handling stressors in healthy ways.
- p) Design ways to demonstrate empathy, compassion, and acceptance for others to support healthy relationships.
- q) Promote strategies for coping with disappointment and adversity.
- r) Promote help-seeking for mental health concerns.
- s) Demonstrate healthy verbal, nonverbal, written, and visual communication skills.
- t) Identify school and community resources for help and support with eating disorders.
- u) Identify personal, family, school, community, and healthcare professional resources that can help oneself and others with mental illnesses and challenges.

**Violence Prevention**

- v) Assess your school's safety protocols (e.g., reporting processes, support provided for a positive climate) and recommend suggestions for improvement.
- w) Create a campaign to prevent/stop bullying or cyberbullying.
- x) Create strategies to promote awareness of consequences associated with gang involvement and healthy alternatives to gang involvement.

**Community/Environmental Health**

- y) Demonstrate ways to conserve and promote the conservation of natural resources.

**PHYSICAL EDUCATION GRADE 7**

**Motor Skill Development**

- 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, dance, lifetime, and recreational activities.
  - a) Demonstrate and apply developmentally appropriate movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations.
  - b) Demonstrate offensive and defensive strategies and tactics, including creating open space, skilled movement, speed, accuracy, and selection of appropriate skills/tactics to gain an offensive or defensive advantage through modified games/sports.
  - c) Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., inline skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).
  - d) Identify and demonstrate dance steps selected by the teacher or student in folk, social, multicultural, contemporary, and line dances.
  - e) Describe and demonstrate how movement is stabilized, including balance (center of gravity and center of support) and planes of motion.
  - f) Demonstrate the progression of learning (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or movement.

**Anatomical Basis of Movement**

- 7.2 The student will understand and apply movement principles and concepts and knowledge of major body structures.
  - a) Identify the "core muscles," including pelvic, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement.
  - b) Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements.

- c) Describe the anatomical planes of motion in which movement occurs, including sagittal plane, frontal plane, and transverse plane.
- d) Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors for selected movements.
- e) Apply knowledge of anatomy and joint types to accurately describe skill- and fitness-based movements, such as throwing/catching, striking, lunges and push-ups.

### **Fitness Planning**

- 7.3 The student will apply concepts and principles of training and fitness-planning skills to improve physical fitness.
- a) Identify safe practices for improving physical fitness.
  - b) Complete a self-assessment of health-related fitness and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, an action plan that incorporates the FITT (frequency, intensity, time, and type of exercise) principle and to meet the Centers for Disease Control and Prevention's Physical Activity Guidelines for Americans, timeline, documentation of activities inside and outside school, roadblocks/barriers and solutions, midyear and end-of-year assessments, and reflection on progress for improving at least two self-selected components of health-related fitness.
  - c) Identify and apply concepts of fitness improvement using various resources, including available technology, to evaluate, monitor, and record activities for a fitness plan.
  - d) Calculate resting, activity, and recovery heart rate and describe its relationship to aerobic fitness.
  - e) Describe the differences between aerobic and anaerobic activities and provide three examples of each.
  - f) Explain the role of perseverance in achieving fitness goals.

### **Social and Emotional Development**

- 7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.
- a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.
  - b) Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.
  - c) Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote feelings of inclusion and safety of others.
  - d) Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.
  - e) Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone, and other communication skills.
  - f) Identify positive mental and emotional aspects of participating in a variety of physical activities.
  - g) Describe how participation in physical activities creates enjoyment, reduces stress, and improves mental and emotional wellness.
  - h) Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette.
  - i) Identify and describe instances that do not support feelings of inclusion (e.g., marginalization).

### **Energy Balance**

- 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.
- a) Explain the connection between an RPE scale and heart rate, and the body's response to physical activity.
  - b) Define and describe the anaerobic and aerobic energy systems.
  - c) Identify the nutrients needed for optimal aerobic and anaerobic capacity and for muscle strength and endurance.
  - d) Calculate resting heart rate (RHR) and describe its relationship to aerobic fitness and an RPE scale.
  - e) Explain the effects of sleep on energy balance.

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

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The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/legal guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy [5-7](#) addresses non-discrimination and anti-harassment, Policy [5-44](#) addresses sexual harassment and discrimination based on sex or gender. Policy [5-36](#) and its supporting regulations address other forms of harassment.

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