

**STUDENT LEARNING GOALS**

- Develop competency in modified versions of game/sport, dance, and recreational activities
- Vary movement during dynamic and changing game situations
- Analyze skill performance through observing and understanding critical elements
- Apply basic scientific principles of movement and personal fitness
- Relate the importance of physical activity to health
- Create plans for improving personal fitness
- Develop responsible personal and social behaviors
- Achieve and maintain personal fitness standards
- Set reasonable and appropriate goals for improvement and maintenance of health-related fitness

- WEB LINKS:** [www.cdc.gov/safeusa/index.htm](http://www.cdc.gov/safeusa/index.htm) [www.primusweb.com/fitnesspartner](http://www.primusweb.com/fitnesspartner)  
[www.americanheart.org](http://www.americanheart.org) [www.kidsrunning.com](http://www.kidsrunning.com)  
[www.nhlbisupport.com/bmi/bmicalc.htm](http://www.nhlbisupport.com/bmi/bmicalc.htm)

**SKILLED MOVEMENT**

- Use skill combinations competently in modified versions of team and individual/dual activities
- Display appropriate use of speed, force, and form in a variety of movement activities
- Demonstrate basic abilities and safety precautions in recreational pursuits
- Demonstrate moving to a rhythm in selected folk, country, square, contemporary and line dances

**PERSONAL FITNESS**

- Identify safe practices for improving physical fitness
- Develop a comprehensive personal fitness plan, including goals, strategies and timeline, for improving at least three self-selected components of health-related fitness
- Use a variety of resources, including available technology, to monitor fitness improvement
- Analyze the relationship between physical activity and body composition

**MOVEMENT PRINCIPLES AND CONCEPTS**

- Demonstrate proper use of movement concepts in dynamic game situations
- Apply biomechanical principles to understand and perform skillful movements
- Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport
- Analyze skill patterns of self and partner, detecting and correcting mechanical errors
- Identify similarities in movements across different physical activities

**RESPONSIBLE BEHAVIORS**

- Apply safety procedures, rules, and appropriate etiquette in physical activity settings
- Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner
- Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity

**PHYSICALLY ACTIVE LIFESTYLE**

- Select and set goals, and participate in and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition
- Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress

# GRADE SEVEN

## Wellness is easier than you think:

- Washing and waxing a car for 45-60 minutes
- Washing windows floors for 45-60 minutes
- Playing volleyball for 45 minutes
- Playing touch football for 30-45 minutes
- Gardening for 30-45 minutes
- Wheeling self in wheelchair for 30-40 minutes
- Walking 1 3/4 miles in 35 minutes (20 min/mile)
- Basketball (shooting baskets) for 30 minutes
- Bicycling 5 miles in 30 minutes
- Dancing fast (social) for 30 minutes
- Pushing a stroller 1 1/2 miles in 30 minutes
- Raking leaves for 30 minutes
- Water aerobics for 30 minutes
- Swimming laps for 20 minutes
- Wheelchair basketball for 20 minutes
- Basketball game for 15-20 minutes
- Jumping rope for 15 minutes
- Jogging 1 1/2 miles in 15 minutes (10 min/mile)
- Shoveling snow for 15 minutes
- Stair walking for 15 minutes

Surgeon General's Report on Physical Activity and Health

## Career Preparation

Careers related to physical education include:

- Sports Management
- Sport Facilities Management
- Athletic Administration
- Exercise Physiology
- Athletic Care and Training
- Recreation
- Sports Medicine
- Physical Therapy
- Coaching
- Professional Athlete
- Public health
- Health teacher
- Physical Education teacher
- Dance teacher
- Professional Dancer
- HPE Administration
- Sports and Mass Media, sports-caster, sportswriter, sports promoter, sports films
- Sports Officiating

## Enrichment Activities

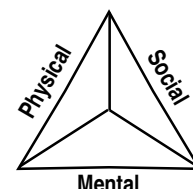
- Tournament play
- Intramural activities
- Medford League play
- Student-Faculty games
- Field Day
- Field Trips to bowling, golf, fitness centers, skating, sports parks.
- Conditioning clubs
- Interscholastic Sports - players, managers, trainers
- Dance groups
- Step teams
- Cheerleading



## Wellness-related physical fitness

Wellness-related physical fitness is an important part of the Wellness Triangle representing overall health. Students can substantially improve their overall health and quality of life by including moderate amounts of physical activity in their daily lives. Wellness-related physical fitness activities are part of each day's lesson in physical education and are designed to help students develop regular activity habits through enjoyable fitness experiences.

Students will learn about a variety of activities that will help them maintain a level of fitness within the "Wellness Zone" for each assessment. The upper end of the wellness zone is an athletic performance related level of fitness and the lower end of the zone is a health-related, disease prevention level of fitness. Students and teachers will set wellness-related physical fitness goals and assess those goals using the State of Virginia Wellness-Related Physical Fitness Norms.



## Wellness-related physical fitness norms

### Wellness-related physical fitness assessment

Virginia Wellness-Related Physical Fitness Assessments include:

**Upper Body Strength** - measured by pull-ups or flexed arm hang (either grip). Suggestions for improvement include modified pull-ups, push-ups, flexed arm hang, climbing activities.

**Abdominal Strength** - measured by timed curl-ups. Suggestions for improvement include curl-ups, crunches and leg lifts.

**Flexibility** - measured by sit and reach or V-sit and reach. Suggestions for improvement include static stretching, toe touching.

**Aerobic Capacity** - measured by the One-Mile Run/Walk or Pacer Test. Suggestions for improvement include any activity that elevates the heart rate and uses large muscle groups for 15-20 minutes including jogging, swimming, cycling and aerobics.

	Age	Abdominal Strength Curl-ups	Upper Body Strength Pull-ups or Flexed arm hang	Flexibility Sit & Reach or V Sit & Reach	Aerobic Capacity Mile
Girl's Wellness Zone	12	31-43	1-2 7-12	27 - 35 2.0 - 6.0	12:00-9:00
	13	33-44	1-2 8-12	27 - 37 2.0 - 6.0	11:30-9:00
	14	34-45	1-2 8-12	30 - 39 3.0 - 7.0	11:00-8:30
Boy's Wellness Zone	12	37-48	1-3 6-13	23 - 30 1.0 - 3.0	10:30-8:00
	13	39- 51	1-4 12-17	23 - 32 .5 - 3.0	10:00-7:30
	14	41- 54	2-5 15-20	25 - 34 1.0 - 4.0	9:30-7:00

The lower end of each wellness-related fitness zone represents a health-related, disease prevention level of physical fitness. The upper end of each zone represents an athletic performance related level of physical fitness.