ACADEMY FOR GIFTED CHILDREN - P. A. C. E.
CURRICULUM OUTLINE and EVALUATION
GRADE 8 HEALTH AND PHYSICAL EDUCATION

OVERALL EXPECTATIONS

SOCIAL-EMOTIONAL LEARNING SKILLS

By the end of the course, students will:

- apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

ACTIVE LIVING

By the end of the course, students will:

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS AND STRATEGIES

By the end of the course, students will:

- perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

HEALTHY LIVING

By the end of the course, students will:

- demonstrate an understanding of factors that contribute to healthy development
- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

CURRICULUM CONTENT

SOCIAL-EMOTIONAL LEARNING SKILLS
Specific Expectations
By the end of the course, students will:

Identification and Management of Emotions

- apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others

Stress Management and Coping

- apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience

Positive Motivation and Perseverance

- apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope

Healthy Relationships

- apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity

Self-Awareness and Sense of Identity

- apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging

Critical and Creative Thinking

- apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

ACTIVE LIVING
Specific Expectations
By the end of the course, students will:
Active Participation

- actively participate according to their capabilities in a wide variety of program activities
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active
- demonstrate an understanding of factors that motivate personal participation in physical activities every day

Physical Fitness

- participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
- recognize the difference between health-related components of personal fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and skill-related components (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use training principles to enhance both components
- assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time
- develop, implement, and revise a personal plan to meet short- and long-term health related fitness and physical activity goals

Safety

- demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity in a variety of physical activity settings (e.g., school, community recreational facilities, outdoor recreational venues)
- demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity, including situations involving suspected concussions

Units of Study

- Basketball, Volleyball, Soccer, Flag Football, Badminton, Ultimate Frisbee, European handball, Co-operative games, Relaxation Techniques and Visualization, Dance, Stretching and Warm-Routines

MOVEMENT COMPETENCE: SKILLS, CONCEPTS AND STRATEGIES
Specific Expectations
By the end of the course, students will:
Movement Skills and Concepts

- perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance
- perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (e.g., choreograph a dance, sequence in response to music; perform step aerobics at different tempos)
- use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement
- demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through) and apply this understanding to the refinement of movement skills in a variety of physical activities

Movement Strategies

- demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments
- demonstrate an understanding of how movement skills, concepts, and strategies are transferable across different physical activities within various categories (e.g., individual, target, net/wall, striking/fielding, territory), and identify skills, concepts, and strategies that they found effective while participating in a variety of physical activities in different categories
- apply a variety of tactical solutions to increase chances of success as they participate in physical activities

HEALTHY LIVING
Part A. Understanding Health Concepts
Specific Expectations
By the end of the course, students will:

Personal Safety and Injury Prevention

- describe the signs and symptoms of concussions, as well as strategies that support healthy recovery
- identify situations that could lead to injury or death (e.g., concussions from contact sports or accidents; traumatic head, brain, or spinal cord injuries from falls or diving into unknown water; injuries in car accidents; mental, physical, emotional, or social harm resulting from mental health and/or addiction problems), and describe behaviours that can help to reduce risk
- demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning without exploring potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations

Substance Use and Abuse

- identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis (e.g., changes in behaviour, negative impact on mental health, gradual withdrawal from social circles, a drop in academic performance), and the consequences that can occur

Human Development and Sexual Health (locally designed unit)

- identify and explain factors that can affect an individual's decisions about sexual activity and identify sources of support regarding sexual health
- demonstrate an understanding of gender identity, gender expression, and sexual orientation, and identify factors that can help individuals of all identities and orientations develop a positive self-concept
- demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity
- analyse the risks and drawbacks associated with being in a relationships for themselves and others, of relationships involving different degrees of sexual intimacy
- explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older; the reasons for not engaging in sexual activity; the concept of consent and how consent is communicated; and in general, the need to communicate clearly with each other when making decisions about sexual activity;
- identify common sexually transmitted infections (STIs), and describe their symptoms;
- identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older;
- explain how relationships with others and sexual health may be affected by the physical and emotional changes associated with puberty.
- demonstrate an understanding of physical, emotional, social and psychological factors that need to be considered when making decisions related to sexual health.
- identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., changes in behaviour, gradual withdrawal from social circles, a drop in academic performance) and the consequences that can occur;
- explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health

Part B. Making Healthy Choices and Connections for Healthy Living
Specific Expectations
By the end of the course, students will:

Healthy Eating

- evaluate personal eating habits and food choices on the basis of the recommendations in Canada's Food Guide, taking into account behaviours that support healthy eating
- identify strategies for promoting healthy eating habits and food choices within the school, home, and community

Mental Health Literacy

- demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others) can help maintain mental health and resilience in times of stress
- explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma

ASSESSMENT AND EVALUATION

ASSESSMENT FOR LEARNING (ongoing throughout the year)

	Knowledge/ Understanding	Application	Thinking/ Inquiry	Communication
Conferencing		✓		
Discussion		✓		
Observation		✓		✓
Group work(independent evaluation)			✓	✓
Homework Check	✓	✓		
Project	✓		✓	✓
Questioning	✓			✓
Quiz	✓	✓	✓	
Performance Task		✓	✓	✓
Demonstration		✓	✓	✓

ASSESSMENT AS LEARNING (ongoing throughout the year)

	Knowledge/ Understanding	Application	Thinking/ Inquiry	Communication
Conversation			✓	✓
Self-reflection		✓	✓	
Discussion	✓	✓		✓
Peer Evaluation		✓		✓

ASSESSMENT OF LEARNING (EVALUATION)

	Term I	Term II	Term III
Knowledge/ Understanding	**20%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)	**20%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)	**20%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)
Application	**30%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)	**30%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)	**30%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)
Thinking/ Inquiry	**30%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)	**30%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)	**30%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)
Communication	**20%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)	**20%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)	**20%** • Conversations • Observations (skill assessment) • End Products (Tests, Projects)
Total	**100%**	**100%**	**100%**