THE ACADEMY FOR GIFTED CHILDREN – P.A.C.E.
GRADE 7 HEALTH & PHYSICAL EDUCATION
CURRICULUM OUTLINE AND EVALUATION

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

SOCIAL – EMOTIONAL LEARNING SKILLS

- 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

- 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, COMPETENCE AND STRATEGIES

- 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

- 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

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
- 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

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, analyzing, evaluating, problem solving, and decision making

ACTIVE LIVING

Part A. Active Participation

- actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part in all aspects of the program
- demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments
- demonstrate an understanding of the factors that motivate or impede participation in physical activity every day

Part B. Physical Fitness

- Daily Physical Activity (DPA): participate in sustained 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
- identify factors that can affect health-related fitness
- assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time
- develop, implement, and revise a personal plan to meet short-term, health-related fitness goals

Part C. Safety

- demonstrate behaviours and apply procedures that maximize their safety and that of others in a variety of physical activity settings
- demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

Part A. 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
- send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement
- demonstrate an understanding of the phases of movement, and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities

Part B. Movement Strategies

- demonstrate an understanding of the components of a range of physical activities, and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments
- describe and compare different categories of physical activities, and describe 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 and Making Healthy Choices

Mental Health Literacy

- demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems

Healthy Eating

- apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating
- demonstrate the ability to develop healthier eating patterns, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders (e.g., cancer, Type 2 diabetes, cardiovascular disease, obesity, food allergies and anaphylaxis, tooth decay, osteoporosis)
- apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink to develop personal guidelines for healthier eating
- explain how healthy eating and active living work together to improve a person's general health and well-being and how the benefits of both can be promoted to others
- evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients, preparation method, and other factors that can affect health and well-being

Personal Safety and Injury Prevention

- identify situations that could lead to injury or death (ie: head injuries or concussions in sports), and describe behaviours that can help to reduce risk
- describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies
- assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying

Substance Use, Addictions, and Related Behaviours

- demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources
- describe the short and long-term effects of alcohol use, and identify factors that can affect intoxication
- describe the range of effects associated with using cannabis and other illicit drugs and intoxicating substances
- explain how preoccupation with body image or athletic performance can contribute to substance abuse, and demonstrate the ability to make informed choices about caring for their bodies
- demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction
- demonstrate an understanding of linkages between mental health problems and problematic substance use, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviours
- use decision-making strategies and skills and an understanding of factors influencing drug use to make sage personal choices about the use of drugs such as alcohol, tobacco, and cannabis
- identify personal and social factors that can affect a person's decision to drink alcohol at different points in his or her life
- analyse the personal and societal implications of issues related to substance use and addictive behaviours

Human Development (locally designed)

- identify the functions of the various parts of the reproductive system, and describe how the body changes during puberty
- describe the processes of menstruation and spermatogenesis, and explain how these processes relate to fertilization and the reproductive cycle
- discuss concepts relating to how consent is communicated and explain why consent is a requirement for healthy relationships with others

UNITS OF STUDY (PHYSICAL EDUCATION)
Unit 1: Soccer
Unit 2: Volleyball
Unit 3: Basketball
Unit 4: Relaxation Techniques and Visualization
Unit 5: Badminton
Unit 6: Football

UNITS OF STUDY (HEALTH)
Unit 1: Introduction to Health & Wellness
Unit 2: Nutrition & Healthy Eating
Unit 3: Eating Disorders
Unit 4: Substance Use & Abuse
Unit 5: Human Development

ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

ASSESSMENT FOR LEARNING (ongoing throughout the year)

	Knowledge/ Understanding	Application	Thinking/ Inquiry	Communication
Checklist	✓	✓	✓	✓
Discussion	✓	✓	✓	✓
Observation	✓	✓	✓	✓
Homework Check	✓	✓	✓	✓
Questioning	✓	✓	✓	✓
Tests	✓	✓	✓	✓
Essay	✓	✓	✓	✓
Tutorials	✓	✓	✓	✓

ASSESSMENT AS LEARNING (ongoing throughout the year)

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

ASSESSMENT OF LEARNING (EVALUATION)

	Term I	Term II	Term III
Knowledge / Understanding	**20%** • Test: Healthy eating/living • Skills Demonstration: Two sports • Oral Presentation: Stretching	**20%** • Test: Eating disorders/ smoking • Skills Demonstration: Two sports • Oral Presentation: Low organizational game	**20%** • Tests: Drug use/abuse, Human Development • Skills Demonstration: Two sports • Oral Presentation: Warm-up, activity center, game
Application	**30%** • Test: Healthy eating/living • Skills Demonstration: Two sports	**30%** • Test: Eating disorders/ smoking • Skills Demonstration: Two sports	**30%** • Tests: Drug use/abuse, Human Development • Skills Demonstration: Two sports • Oral Presentation: Warm-up, activity center, game

	• Oral Presentation: Stretching	• Oral Presentation: Low organizational game	
Thinking/Inquiry	**30%** • Test: Healthy eating/living • Skills Demonstration: Two sports • Oral Presentation: Stretching	**30%** • Test: Eating disorders/ smoking • Skills Demonstration: Two sports • Oral Presentation: Low organizational game	**30%** • Tests: Drug use/abuse, Human Development • Skills Demonstration: Two sports • Oral Presentation: Warm-up, activity center, game
Communication	**20%** • Test: Healthy eating/living • Skills Demonstration: Two sports • Oral Presentation: Stretching	**20%** • Test: Eating disorders/ smoking • Skills Demonstration: Two sports • Oral Presentation: Low organizational game	**20%** • Tests: Drug use/abuse, Human Development • Skills Demonstration: Two sports • Oral Presentation: Warm-up, activity center, game
Total	**100%**	**100%**	**100%**

RESOURCES:
- indoor running shoes