



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



**CONTENT AREA:** Comprehensive Health and Physical Education

**COURSE/GRADE LEVEL:** Grade 7 and 8

## **I. Course Overview**

The purpose of Physical Education for grade eight is to demonstrate the transition of movement skills from isolated (skill practice) into applied settings (games, sport, dance, recreational); to apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance; to detect, analyze, and correct errors and apply to extend movement skills.

## **II. Units of Study**

**Net Games:** Pickle-Ball, Badminton, Volleyball, Tennis, Ping-Pong

**Invasion Games:** (Offense / Defense based activities) Basketball, Field Hockey, Football, Handball, Soccer, Styx-Ball (Lacrosse), Floor Hockey, Tagging games, Ultimate Frisbee, Speedball, Capture the Flag

**Fielding Games:** Whiffle Ball, Softball, Kickball

**Target Games:** Golf, Frisbee Golf, Pinball Bombardment, Bowling

**Rhythms / Dance:** Jump rope activities, Line / Circle / Square Dance, Create-a-dance activity, Dance-Dance-Revolution (DDR)

**Physical Fitness and Conditioning:** Health related fitness, Skill related fitness, Principals of Training (FIT Formula), Agility, Speed, Balance, Reaction Time, Muscular Strength / Endurance, Flexibility

**Adventure Education:** Teambuilding, Cooperation / Communication / Leadership / Trust activities

Our goal is to extend the learning process for the following Motor Skills, which will take place throughout the course of the school year:

**Manipulative Skills:** Collecting, Throwing, Catching, Kicking, Striking with Rackets / Long-handed Implements, Striking with Hands / Arms, Dribbling, Punting, Volleying



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Locomotor Skills: Walking, Running, Hopping, Skipping, Galloping, Sliding, Chasing, Fleeing, Dodging

Non-Locomotor Skills: Turning, Twisting, Rolling, Balancing, Transferring Weight, Jumping, Landing, Stretching, Curling

### **III. Essential Questions** (The open-ended, provocative questions that help frame inquiry)

#### Target games:

Why do we sometimes take risks that can cause harm to others or ourselves?  
How do I learn to stand for and communicate my beliefs to others?  
How does effective and appropriate movement affect wellness?  
Why do I have to understand concepts of movement when I can already perform the movement?  
To what extent does strategy influence performance?  
Why do I have to show good sportsmanship and follow the rules?  
How can I become more mentally prepared for competition and sports performance?

#### Physical Fitness & Conditioning:

What are the consequences of our choices in terms of wellness?  
What causes optimal growth and development?  
What is the minimum amount of exercise I can do to stay physically fit?  
How do I develop an appropriate personal fitness program and find the motivation to commit to it?  
How do I realize age-appropriate fitness?

#### Adventure Education:

How do I learn to stand for and communicate my beliefs to others without alienating them?  
How do I overcome negative influences when making decisions?  
In order to achieve lifetime wellness, what should I plan for and what should I just let happen?  
To what extent do outside influences shape values?  
How can you inspire others to be more open to different outcomes?

#### Striking Games:

Why do we sometimes take risks that can cause harm to others or ourselves?  
How do I learn to stand for and communicate my beliefs to others?  
How does effective and appropriate movement affect wellness?  
Why do I have to understand concepts of movement when I can already perform the movement?  
To what extent does strategy influence performance?  
Why do I have to show good sportsmanship and follow the rules?  
How can I become more mentally prepared for competition and sports performance?



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Why do I have to understand concepts of movement when I can already perform the movement?

## Net Games:

How does effective and appropriate movement affect wellness?

Why do I have to understand concepts of movement when I can already perform the movement?

To what extent does strategy influence performance?

Why do I have to show good sportsmanship and follow the rules?

How can I become more mentally prepared for competition and sports performance?

## Invasion Games:

Why do we sometimes take risks that can cause harm to others or ourselves?

How do I learn to stand for and communicate my beliefs to others?

How does effective and appropriate movement affect wellness?

Why do I have to understand concepts of movement when I can already perform the movement?

To what extent does strategy influence performance?

Why do I have to show good sportsmanship and follow the rules?

How can I become more mentally prepared for competition and sports performance?

## Fielding Games:

Why do we sometimes take risks that can cause harm to others or ourselves? How do I learn to stand for and communicate my beliefs to others?

How does effective and appropriate movement affect wellness?

Why do I have to understand concepts of movement when I can already perform the movement?

To what extent does strategy influence performance?

Why do I have to show good sportsmanship and follow the rules?

How can I become more mentally prepared for competition and sports performance?

## **IV. Learning Objectives**

2.1 Wellness – All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

### Strand A. Personal Growth and Development

1. Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

### Strand E. Social and Emotional Health

1. Social and emotional development impacts all components of wellness.
2. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provides a foundation for the prevention and resolution of



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conflict.

2.2 Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**Strand A. Interpersonal Communication**

1. Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
2. Effective communication is the basis for strengthening interpersonal interactions, relationships, and resolving conflicts.

**Strand B. Decision Making and Goal Setting**

1. Every health-related decision has short and long term consequences and affects the ability to reach health goals.

2.5 Motor Skill Development – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**Strand A. Movement Skills and Concepts**

1. Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

**Strand B. Strategy**

1. Individual and team execution in games/sports/activities is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

**Strand C. Sportsmanship, Rules and Safety**

1. Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

2.6 Fitness – All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strand A. Fitness and Physical Activity**

1. Knowing and applying a variety of effective training principles over time will enhance personal fitness level, performance, and health status.

### **V. Instructional Materials**

- Age appropriate sport and physical activity equipment
- Physical Education specific resource materials



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- Pedometers
- Heart Rate Monitors
- Wii / Wii Fitness
- DDR
- Smart Board

### **VI. Key Performance and Benchmark Tasks**

By the end of grade eight the students should be able to:

- Apply health-related concepts and skills in everyday lifestyle behaviors
- Utilize self esteem, resiliency, tolerance and coping skills to support social and emotional health
- Take responsibility for one's own health as an essential step towards developing and maintaining a healthy, active lifestyle
- Effectively use communication skills to enhance a person's ability to express and defend their beliefs
- Use critical thinking, decision making, problem solving, leadership and communication skills in making informed personal, family and community health decisions
- Perform movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity
- Know and understand concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities
- Implement effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations
- Demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines
- Understand fitness concepts and skills and integrate them into your everyday routine supports wellness
- Understand how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle

The students receive instruction through a variety of teaching models, which include:

**Command:** Teacher makes all decisions

Sample: Performing a "lay-up" in basketball.

**Practice:** Students carry out teacher-prescribed tasks

Sample: Groups of four practice the "forearm pass" in volleyball.



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Reciprocal: Students work in pairs; one performs, the other provides feedback  
Sample: In twos, practice the “wrist shot” in floor hockey.

Self-check: Students assess their own performance against criteria  
Sample: “Juggling” a soccer ball consecutively; success is recorded on teaching card.

Inclusion: Teacher planned; student monitors own work  
Sample: Students use passing patterns set at different distances and directions for football.

Guided Discovery: Students solve teacher set movement problems with assistance  
Sample: Students try different serving techniques for the start of a badminton game.

Divergent: Students solve problems without assistance from the teacher  
Sample: Devising a new cooperative game using a range of equipment.

Individual: Teacher determines content; student plans the program  
Sample: Making individual decisions about a dance routine.

Learner Initiated: Student plans own program; teacher is advisor  
Sample: Students create a practice session for team participating in a “Sport-Education” model tournament.

Self Teaching: Student takes full responsibility for the learning process  
Sample: Students teach lesson to entire class. (very rarely used)