

<i>Physical Education and Health Assessment Categories</i>	<i>Physical Activity Applications</i>	<i>Knowledge and Understanding-Practical Applications</i>	<i>Fitness Management and Fitness Skills</i>	<i>Safety</i>	<i>Personal and Social Management Skills</i>	<i>Active Living</i>	<i>Health-Promotion Calendar Themes</i>	<i>Weight Worth</i>	<i>Term Mark</i>
<i>Physical Education % Weighting</i>	20%	30%	25%					x75%	
<i>Health Related % Weighting</i>				5%	10%	10%		x25%	
<i>Monthly Units/Topics-Grade 7</i>	<i>Physical Activity Categories</i>	<i>Movement</i>	<i>Fitness Management</i>	<i>Safety</i>	<i>Personal and Social Management</i>	<i>Healthy Lifestyle Practices</i>		<i>Assessment/Evaluation Strategies</i>	
September									
September:Cycle 1	1.Team Work and Fair Play:Innovative:- Low Organized Games 2. Lead-Up Games: Tag, Dodgeball, relays 3. TGFU	1. Apply functional use of activity-specific movement skills to individual/dual game games/sports(12) 2. Identify the importance of following rules (5) 3.Demonstrate dynamic balance.(11)	1. Describe the importance of a warm-up and cool down for physical activity participation (23) 2.Identify personal factors and preferences for choosing physical activities(24)	1. Determine personal responsibilities in performing specific exercises (31) 2. Justify reasons for appropriate dress for selected activities (32) 3. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 4. Follow set rules and routines for safe participation (42)	1. Compare attitudes/behaviours that contribute to a sense of belonging(43) 2. Identify socially acceptable behaviors for dealing with new situations and/or change(47) 3. Describe conduct and ethical behaviors appropriate for engaging in physical activity(48)		Personal Health Practices	Team Building,Daily Student/Peer Evaluation, Pen and Pencil Goals worksheets, Active Living, Teacher Observation, Rubric Assessment	
September:Cycle 2	1. CooperativeTeam Games:Individual/Dual/Group- Low Organized Games 2.Lead-Up Games: Tag, Dodgeball, relays 3. TGFU 4. Cycling	1. Apply functional use of activity-specific movement skills to individual/dual game games/sports(12) 2. Identify the importance of following rules (5) 3.Demonstrate dynamic balance.(11)	1. Describe the importance of a warm-up and cool down for physical activity participation (23) 2.Identify personal factors and preferences for choosing physical activities(24)	1. Determine personal responsibilities in performing specific exercises (31) 2. Justify reasons for appropriate dress for selected activities (32) 3. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 4. Follow set rules and routines for safe participation (42)	1. Compare attitudes/behaviours that contribute to a sense of belonging(43) 2. Identify socially acceptable behaviors for dealing with new situations and/or change(47) 3. Describe conduct and ethical behaviors appropriate for engaging in physical activity(48) 4. Identify areas within the school that offers opportunities to make new friends and belong to a group(50)			Daily Student/Peer Evaluation, Pen and Pencil Goals worksheets, Active Living, Teacher Observation, Rubric Assessment	
September:Cycle 3	1. Team GamesTerritory/Invasion:Ultimate, Touch Football, Soccer, Lacrosse, Bandy	1. Apply functional use of activity-specific movement skills to individual/dual game games/sports(12) 2. Identify the importance of following rules (5)	1.Promote the benefits of physical activity for optimal health and fitness (19)	1. Determine safety rules, routines, and procedures related to select activities, including territory/invasion and striking/fielding-type activities (30) 2. Determine personal responsibilities in performing specific exercises (31) 3. Justify reasons for appropriate dress for selected activities (32) 4. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 5. Follow set rules and routines for safe participation (42)	1. Identify the obstacles that may influence achievement to personal goals and strategies(44) 2. Describe the mental skills necessary to enhance performance, readiness,and satisfaction (45) 3. Explain the benefits of using the decision-making/problem-solving process for responsible health-enhancing decisions(46) 4. Identify socially acceptable behaviors for dealing with new situations and/or change(47) 4. Identify areas within the school that offers opportunities to make new friends and belong to a group(50)			Daily Student/Peer Evaluation, Pen and Pencil Team evaluation inventories, Active Living, Teacher Observation, Rubric Assessment	
October	Physical Activity Categories	Movement	Fitness Management	Safety	Personal and Social Management	Healthy Lifestyle Practices			

October:Cycle 1	1. Team Games/Territory/Invasion: Ultimate, Touch Football, Soccer, Lacrosse, Bandy	<ol style="list-style-type: none"> Apply functional use of activity-specific movement skills to individual/dual game games/sports(12) Recognize characteristics of selected movement skills/patterns to territory/invasion, and striking/fielding activities (1) Identify the importance of following rules (5) Show an understanding of specific terminology associated with territory/invasion-type/striding/fielding-type activities (6) Apply functional use of selected and/or activity-specific movement skills with a defensive and/or offensive component.(13) Determine basic offensive/defensive strategies (7) 	1.Promote the benefits of physical activity for optimal health and fitness (19)	<ol style="list-style-type: none"> Determine safety rules, routines, and procedures related to select activities, including territory/invasion and striking/fielding-type activities (30) Determine personal responsibilities in performing specific exercises (31) Justify reasons for appropriate dress for selected activities (32) Investigate factors related to facilities and equipment for safe inclusion of all students (33) Follow set rules and routines for safe participation (42) <p>Community Safety:</p> <ol style="list-style-type: none"> Describe ways to respond to dangerous situations in the community(36) Describe ways to seek help related to different types of accidents and/or dangerous situations(37) 	<ol style="list-style-type: none"> Identify the obstacles that may influence achievement to personal goals and strategies(44) Describe the mental skills necessary to enhance performance, readiness,and satisfaction (45) Explain the benefits of using the decision-making/problem-solving process for responsible health-enhancing decisions(46) Identify socially acceptable behaviors for dealing with new situations and/or change(47) Assess and revise personal health and academic goals to enhance health and well-being(55) Describe appropriate use of avoidance/refusal strategies when dealing with potentially dangerous situations(54) 		<p>1.Community Safety Awareness</p> <p>2. National Family Week</p>	Daily Student/Peer Evaluation, Pen and Pencil Team evaluation inventories, Active Living, Teacher Observation, Rubric Assessment		
October:Cycle 2	Alternative Pursuits: Land-Based: Orienteering,Walking,	<ol style="list-style-type: none"> Demonstrate an ability to work cooperatively and collaboratively(14) Apply functional use of activity-specific skills in alternative pursuits (15) 	1. Review the behaviors which encourage effort and participation(23)	<ol style="list-style-type: none"> Determine personal responsibilities in performing specific exercises (31) Justify reasons for appropriate dress for selected activities (32) Investigate factors related to facilities and equipment for safe inclusion of all students (33) Show an understanding of potential safety risks related to selected alternative pursuits activities (34) 	<ol style="list-style-type: none"> Identify the characteristics associated with each of the communication styles and leadership qualities(49) Demonstrate functional use of interpersonal skills for dealing with new activities, situations, and/or changes in class activities(57) Apply conflict-resolution strategies to different scenarios(58) 			Pen Pencil Activities- Map Work, Student Journals, Agenda Books Record, Daily Rubric		
October:Cycle 3	Alternative Pursuits: Land-Based: Orienteering,Walking,	<ol style="list-style-type: none"> Demonstrate an ability to work cooperatively and collaboratively(14) Apply functional use of activity-specific skills (15) 	<ol style="list-style-type: none"> Identify personal factors and preferences for choosing physical activities for fitness and health (24) Demonstrate behaviors for personal fitness-goal attainment (25) 	<ol style="list-style-type: none"> Determine personal responsibilities in performing specific exercises (31) Justify reasons for appropriate dress for selected activities (32) Investigate factors related to facilities and equipment for safe inclusion of all students (33) Show an understanding of potential safety risks related to selected alternative pursuits activities (34) 	<ol style="list-style-type: none"> Identify the characteristics associated with each of the communication styles and leadership qualities(49) Demonstrate functional use of interpersonal skills for dealing with new activities, situations, and/or changes in class activities(57) Apply conflict-resolution strategies to different scenarios(58) 			Pen Pencil Activities- Map Work, Student Journals, Agenda Books Record , Daily Rubric		

<p>October:Cycle 4</p>	<p>Net/Wall Games, Invasion Games: Volleyball, Mini-Volleyball, Sepak Takraw, Pickleball</p>	<p>1. Recognizing characteristics of selected movement patterns as applied territory/invasion-type and striking/fielding-type games(1) 2. Identify biomechanical concepts for efficient movement related to striking activities(3) 3. Activity-specific terminology to territory/invasion and striking/fielding games(6) 4. Offensive/Defensive Strategies (7) 5. Apply functional use of selected and/or activity-specific movement skills(12)</p>	<p>1. Describe the importance of a warm-up and cool down for physical activity participation (23) 2. Identify personal factors and preferences for choosing physical activities(24) 3. Demonstrate behaviors for personal fitness-goal attainment (25)</p>	<p>1. Determine safety rules, routines, and procedures related to select activities, including territory/invasion and striking/fielding-type activities (30) 2. Determine personal responsibilities in performing specific exercises (31) 3. Justify reasons for appropriate dress for selected activities (32) 4. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 5. Show an understanding of potential safety risks related to selected alternative pursuits activities (34) 6. Develop strategies for avoiding situations that can potentially lead to conflict and violence(39)</p>	<p>1. Compare attitudes and behaviors that contribute to a sense of belonging (43) 2. Identify the obstacles that may influence achievement of and making revisions to personal goals and strategies(44) 3. Describe how conflict situations affect personal behaviour and development(52)</p>			<p>Student Journals, Rubric Assessment, Inventories, Checklists, Prediction worksheet</p>		
<p>November/December</p>	<p>Physical Activity Categories</p>	<p>Movement</p>	<p>Fitness Management</p>	<p>Safety</p>	<p>Personal and Social Management</p>	<p>Healthy Lifestyle Practices</p>				
<p>November:Cycle 1</p>	<p>Net/Wall Games, Invasion Games: Volleyball, Mini-Volleyball, Sepak Takraw, Pickleball</p>	<p>1. Recognizing characteristics of selected movement patterns as applied toterritory/invasion-type and striking/fielding-type games(1) 2. Identify biomechanical concepts for efficient movement relation to striking activities(3) 3. Activity-specific terminology to territory/invasion and striking/fielding games(6) 4. Offensive/Defensive Strategies (7) 5. Apply functional use of selected and/or activity-specific movement skills(12)</p>	<p>1. Describe the importance of a warm-up and cool down for physical activity participation (23) 2. Identify personal factors and preferences for choosing physical activities(24) 3. Demonstrate behaviors for personal fitness-goal attainment (25)</p>	<p>1. Determine safety rules, routines, and procedures related to select activities, including territory/invasion and striking/fielding-type activities (30) 2. Determine personal responsibilities in performing specific exercises (31) 3. Justify reasons for appropriate dress for selected activities (32) 4. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 5. Show an understanding of potential safety risks related to selected alternative pursuits activities (34)</p>	<p>1. Describe conduct and ethical behaviors appropriate for engaging in physical activity and/or social events(48) 2. Describe appropriate use of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations(54)</p>		<p>Safety Awareness</p>	<p>Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting</p>		
	<p>MARKS</p>	<p>CLOSED</p>	<p>REPORTS</p>	<p>DUE</p>						

<p>November:Cycle 2</p>	<p>Fitness Activities: Training Programs: aerobics, rope jumping, use of exercise equipment,</p>	<p>1. Examine external factors that may affect movement skill development(2) 2. Distinguish between Fair Play behaviors and unethical behaviors (8) 3. Create a self-fitness baseline to compare throughout the year. 4. Identify the importance of following rules (5)</p>	<p>1.Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) 2. Promote the benefits of physical activity for optimal health and fitness (19) 3. Identify and explain the FITT principle (22) 4. Describe the effects of exercise and inactivity on the muscular system (21) 5. Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones (26) 6. Demonstrate the use of assessment strategies to record fitness results (28) 7. Chart own fitness results (29)</p>	<p>1.Determine personal responsibilities in performing specific exercises(31) 2.Justify reasons for appropriate dress for selected activities (32)</p>	<p>1. Identify the obstacles that may influence achievement of and making revisions to personal goals and strategies(44)</p>			<p>Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting</p>		
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November:Cycle 3	Fitness Testing	<p>1. Examine external factors that may affect movement skill development(2)</p> <p>2. Distinguish between Fair Play behaviors and unethical behaviors (8)</p> <p>3. Create a self-fitness baseline to compare throughout the year. 4. Identify the importance of following rules (5)</p>	<p>1. Identify the names and locations of the major muscle groups in the context of exercise and physical activity (20)</p> <p>2. Identify and explain the FITT principle (22)</p> <p>3. Describe the effects of exercise and inactivity on the muscular system (21)</p> <p>4. Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones (26)</p> <p>5. Demonstrate the relationship between the rate of perceived exertion and the general target heart-rate zones (27)</p> <p>6. Demonstrate the use of assessment strategies to determine, organize, and record fitness results and physical activity participation (28)</p> <p>7. Chart our fitness</p>	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(42)	<p>1. Describe the mental skills necessary to enhance performance, readiness, and satisfaction(45)</p> <p>2. Identify the obstacles that may influence achievement of and making revisions to personal goals and strategies(44)</p> <p>3. Develop criteria and a rating for benefits of a healthy active lifestyle (56)</p>			Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting		
November:Cycle 4	Rhythmics: Novelty: Folk Dance, Juggling	1.Design and perform rhythmic Steps (16,17)	<p>1. Describe the importance of a warm-up and cool down for physical activity participation (23)</p> <p>2. Identify personal factors and preferences for choosing physical activities(24)</p> <p>3. Demonstrate behaviors for personal fitness-goal attainment (25)</p>	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(42)	<p>1. Describe the mental skills necessary to enhance performance, readiness, and satisfaction(45)</p> <p>2. Identify the obstacles that may influence achievement of and making revisions to personal goals and strategies(44)</p>			Peer and student Self-Evaluation, Video Assessment, Teacher Observation, Teacher Assessment		
December:Cycle 5	Rhythmics: Novelty: Folk Dance, Juggling	1.Design and perform rhythmic Steps (16,17)	<p>1. Describe the importance of a warm-up and cool down for physical activity participation (23)</p> <p>2. Identify personal factors and preferences for choosing physical activities(24)</p> <p>3. Demonstrate behaviors for personal fitness-goal attainment (25)</p>	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(42)	1. Assess and revise personal health and academic goals to enhance health and well-being(55)			Peer and student Self-Evaluation, Video Assessment, Teacher Observation, Teacher Assessment		

December:Cycle 6	Individual/Dual Sports/Games: Innovative:LOGS,TGFU	1. Using selected movement skills in a variety of different individual/dual games(15) 2. Identify the importance of following rules (5)	1. Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) 2. Promote the benefits of physical activity for optimal health and fitness(19) 3. Describe the importance of a warm-up and cool down for physical activity participation (23)	1. Determine personal responsibilities in performing specific exercises (31) 2. Justify reasons for appropriate dress for selected activities (32) 3. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 4. Follow set rules and routines for safe participation (42)				Peer and student Self-Evaluation, Video Assessment, Teacher Observation, Teacher Assessment		
January	Physical Activity Categories	Movement	Fitness Management	Safety	Personal and Social Management	Healthy Lifestyle Practices				
January:Cycle 1	Rhythmic/Gymnastic Activities: Presenters: Square Dancers, Hip Hop Instructors, DDR, Tinikling	1.Examine external factors that affect movement skill development(2) 2.Design and perform Rhythmic Steps (16,17)	1. Describe the importance of a warm-up and cool down for physical activity participation (23) 2.Identify personal factors and preferences for choosing physical activities(24) 3. Demonstrate behaviors for personal fitness-goal attainment (25)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(42)	1. Identify the obstacles that may influence achievement of and making revisions to personal goals and strategies(44)		Wellness and Personal Development	Peer and student Self-evaluation, Daily student rubrics, Student Activity Logs		
January:Cycle 2	Rhythmic/Gymnastic Activities: Presenters: Square Dancers, Hip Hop Instructors, DDR, Tinikling	1.Design and perform Rhythmic Steps (16,17)	1. Describe the importance of a warm-up and cool down for physical activity participation (23) 2.Identify personal factors and preferences for choosing physical activities(24) 3. Demonstrate behaviors for personal fitness-goal attainment (25)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(42)	1. Identify socially acceptable behaviors for dealing with new situations and/or change(47) 2. Describe conduct and ethical behaviors appropriate for engaging in physical activity(48)			Peer and student Self-evaluation, Daily student rubrics, Student Activity Logs, Student Journals		

<p>January:Cycle 3</p>	<p>Fitness Activities: Training Programs: aerobics, rope jumping, use of exercise equipment,</p>	<p>1. Examine external factors that may affect movement skill development(2) 2. Distinguish between Fair Play behaviors and unethical behaviors (8) 3. Create a self-fitness baseline to compare throughout the year. 4. Identify the importance of following rules (5)</p>	<p>1.Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) 2. Promote the benefits of physical activity for optimal health and fitness (19) 3. Identify and explain the FITT principle (22) 4. Describe the effects of exercise and inactivity on the muscular system (21) 5. Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones (26)</p>	<p>1.Determine personal responsibilities in performing specific exercises(31) 2.Justify reasons for appropriate dress for selected activities (32)</p>	<p>1. Identify the obstacles that may influence achievement of and making revisions to personal goals and strategies(44)</p>			<p>Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting</p>		
<p>January:Cycle 4</p>	<p>Team Sports/Games:Target: Basketball, Team Handball, Indoor Soccer</p>	<p>1. Apply functional use of selected and/or activity-specific movement skills to individual/dual games/sports (12) 2. Identify the importance of following rules (5) 3. Recognize characteristics of selected movement skills and patterns in territory/invasion-type, striking/fielding-type activities (1) 4. Analyze movement concepts as they apply to territory/invasion, and striking/fielding-type activities (4) 5. Offensive, Defensive Strategies(7) 6. Activity specific terminology(6)</p>	<p>1.Promote the benefits of physical activity for optimal health and fitness (19)</p>	<p>1. Determine safety rules, routines, and procedures related to select activities, including territory/invasion and striking/fielding-type activities (30) 2. Determine personal responsibilities in performing specific exercises (31) 3. Justify reasons for appropriate dress for selected activities (32) 4. Investigate factors related to facilities and equipment for safe inclusion of all students (33)</p>				<p>Agenda Books Record Daily Student/Peer Evaluation, Teacher Observation, Goals: Pen and pencil activities</p>		
<p>February</p>	<p>Physical Activity Categories</p>	<p>Movement</p>	<p>Fitness Management</p>	<p>Safety</p>	<p>Personal and Social Management</p>	<p>Healthy Lifestyle Practices</p>				

February:Cycle 1	Team Sports/Games: Basketball, Team Handball, Indoor Soccer	<ol style="list-style-type: none"> 1. Examine external factors that may affect movement skill development(2) 2. Distinguish between Fair Play behaviors and unethical behaviors (8) 3. Create a self-fitness baseline to compare throughout the year. 4. Identify the importance of following rules (5) 	1.Promote the benefits of physical activity for optimal health and fitness (19)	<ol style="list-style-type: none"> 1. Determine safety rules, routines, and procedures related to select activities, including territory/invasion and striking/fielding-type activities (30) 2. Determine personal responsibilities in performing specific exercises (31) 3. Justify reasons for appropriate dress for selected activities (32) 4. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 	1. Describe the mental skills necessary to enhance performance, readiness, and satisfaction(45)		National Heart Month and Active Living	Agenda Books Record Daily Student/Peer Evaluation, Teacher Observation, Goals: Pen and pencil activities		
February:Cycle 2	Team Sports/Games: Multicultural Games: Pan Am Resource	<ol style="list-style-type: none"> 1. Apply functional use of selected and/or activity-specific movement skills to individual/dual games/sports (12) 2. Identify the importance of following rules (5) 3. Recognize characteristics of selected movement skills and patterns in territory/invasion-type, striking/fielding-type activities (1) 4. Analyze movement concepts as they apply to territory/invasion, and striking/fielding-type activities (4) 5. Offensive, Defensive Strategies(7) 6. Activity specific terminology(6) 	<ol style="list-style-type: none"> 1. Describe the importance of a warm-up and cool down for physical activity participation (23) 2. Identify personal factors and preferences for choosing physical activities(24) 3. Demonstrate behaviors for personal fitness-goal attainment (25) 	<ol style="list-style-type: none"> 1. Determine safety rules, routines, and procedures related to select activities, including territory/invasion and striking/fielding-type activities (30) 2. Determine personal responsibilities in performing specific exercises (31) 3. Justify reasons for appropriate dress for selected activities (32) 4. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 5. Show an understanding of potential safety risks related to selected alternative pursuits activities (34) 				Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities		

<p>February:Cycle 3</p>	<p>1.Fitness Activities: Training Programs: aerobics, rope jumping, use of exercise equipment 2. Alternative Pursuits: Land-Based: Cross Country Skiing</p>	<p>1. Examine external factors that may affect movement skill development(2) 2. Distinguish between Fair Play behaviors and unethical behaviors (8) 3. Create a self-fitness baseline to compare throughout the year. 4. Identify the importance of following rules (5) 5. Apply functional use of selected activity-specific skills in alternative pursuits.(15) 6. Demonstrate balance abilities (11)</p>	<p>1.Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) 2. Promote the benefits of physical activity for optimal health and fitness (19) 3. Identify and explain the FITT principle (22) 4. Describe the effects of exercise and inactivity on the muscular system (21) 5. Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones (26) 6. Identify the names and locations of the major muscle groups in the context of exercise and physical activity (20)</p>	<p>1. Determine personal responsibilities in performing specific exercises (31) 2. Justify reasons for appropriate dress for selected activities (32) 3. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 4. Show an understanding of potential safety risks related to selected alternative pursuits activities (34) 5. Follow set rules and routines for safe participation and use of equipment in selected physical activities(42)</p>				<p>Student Journals, Rubric Assessment, Inventories, Checklists, Prediction Worksheet,Activity Logs, Planning/Goal Setting Activities</p>		
<p>March</p>	<p>Physical Activity Categories</p>	<p>Movement</p>	<p>Fitness Management</p>	<p>Safety</p>	<p>Personal and Social Management</p>	<p>Healthy Lifestyle Practices</p>				
<p>March:Cycle 1</p>	<p>Alternative Pursuits: Snowshoeing, Cross Country Skiing</p>	<p>1. Examine external factors that may affect movement skill development(2) 2. Distinguish between Fair Play behaviors and unethical behaviors (8) 3. Create a self-fitness baseline to compare throughout the year. 4. Identify the importance of following rules (5) 5. Apply functional use of selected activity-specific skills in alternative pursuits.(15) 6. Demonstrate balance abilities (11)</p>	<p>1. Identify personal factors and preferences for choosing physical activities(24) 2. Demonstrate behaviors for personal fitness-goal attainment (25) 3. Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones (26)</p>	<p>1. Justify reasons for appropriate dress for selected activities (32)</p>	<p>1. Identify the obstacles that may influence achievement of and making revisions to personal goals and strategies(44)</p>	<p>AFM Resource: 1. Differentiate between the use and abuse of medicinal and non-medicinal substances(59) 2. Explain different consequences related to different variables of taking harmful and beneficial drugs or other substances(60) 3. Identify the positive and negative social factors that may influence avoidance and/or use of substances(61) 4. Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse(72)</p>	<p>Nutrition</p>	<p>Student Journals,Activity Logs, Role Playing, Problem-Solving activities, Daily Rubric Assessment</p>		

<p>March:Cycle 2</p>	<p>Alternative Pursuits: 1.Snowshoeing, 2.Cross Country Skiing</p>	<p>1. Examine external factors that may affect movement skill development(2) 2. Distinguish between Fair Play behaviors and unethical behaviors (8) 3. Create a self-fitness baseline to compare throughout the year. 4. Identify the importance of following rules (5) 5. Apply functional use of selected activity-specific skills in alternative pursuits.(15) 6. Demonstrate balance abilities (11)</p>	<p>1. Identify personal factors and preferences for choosing physical activities(24) 2. Demonstrate behaviors for personal fitness-goal attainment (25) 3. Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones (26)</p>	<p>1. Justify reasons for appropriate dress for selected activities (32) 2. Show an understanding of potential safety risks related to environments for selected alternative pursuits(34)</p>	<p>1. Describe the mental skills necessary to enhance performance, readiness, and satisfaction(45) 2. Identify the characteristics associated with communication/leadership styles (49) 3. Identify anger-management skills.. aggression (51) 4. Review win/win win/lose,lose/win, lose/lose strategies (53)</p>	<p>AFM Resource: 1. Differentiate between the use and abuse of medicinal and non-medicinal substances(59) 2. Explain different consequences related to different variables of taking harmful and beneficial drugs or other substances(60) 3. Identify the positive and negative social factors that may influence avoidance and/or use of substances(61) 4. Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse(72)</p>		<p>Student Journals,Activity Logs, Role Playing, Problem-Solving activities, Daily Rubric Assessment</p>		
<p>March:Cycle 3</p>	<p>1.Alternative Pursuits: Snowshoeing, Cross Country Skiing, Winter games: Broomball, snow soccer</p>	<p>1. Examine external factors that may affect movement skill development(2) 2. Distinguish between Fair Play behaviors and unethical behaviors (8) 3. Create a self-fitness baseline to compare throughout the year. 4. Identify the importance of following rules (5) 5. Apply functional use of selected activity-specific skills in alternative pursuits.(15) 6. Demonstrate balance abilities (11)</p>	<p>1. Identify personal factors and preferences for choosing physical activities(24) 2. Demonstrate behaviors for personal fitness-goal attainment (25) 3. Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones (26)</p>	<p>1. Justify reasons for appropriate dress for selected activities (32) 2. Show an understanding of potential safety risks related to environments for selected alternative pursuits(34)</p>		<p>AFM Resource: 1. Differentiate between the use and abuse of medicinal and non-medicinal substances(59) 2. Explain different consequences related to different variables of taking harmful and beneficial drugs or other substances(60) 3. Identify the positive and negative social factors that may influence avoidance and/or use of substances(61) 4. Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse(72)</p>		<p>Skill Demonstration, Agenda Books Record, Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals, Teacher Observation</p>		
<p>April</p>	<p>Physical Activity Categories</p>	<p>Movement</p>	<p>Fitness Management</p>	<p>Safety</p>	<p>Personal and Social Management</p>	<p>Healthy Lifestyle Practices</p>				

<p>April:Cycle 1</p>	<p>Individual/Dual: : Combatives:Wrestling, Martial Arts,pulling/pushing activities</p>	<p>1. Using selected movement skills in a variety of different individual/dual games(15) 2. Identify the importance of following rules (5) 3. Examine external factors that affect movemnet skill development(2) 4. Distinguish between Fair Play and unethical behaviors (8) 5. Apply functional use of activity-specific movement skills to individual/dual games/sports(12) 6. Demonstrate the ability to work cooperatively/collaboratively (14)</p>	<p>1. Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) 2. Promote the benefits of physical activity for optimal health and fitness(19) 3. Describe the importance of a warm-up and cool down for physical activity participation (23) 4.Demonstrate the use of assessment strategies to determine, organize, and record fitness results and physical activity participation (28) 5. Chart own fitness results through the year (29)</p>	<p>1. Determine personal responsibilities in performing specific exercises (31) 2. Justify reasons for appropriate dress for selected activities (32) 3. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 4. Follow set rules and routines for safe participation (42)</p>	<p>1. Describe the mental skills necessary to enhance performance, readiness, and satisfaction(45)</p>		<p>1.Dental Health Month 2. National Cancer Month</p>	<p>Skill Demonstration, Agenda Books Record,Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals,Teacher Observation</p>		
<p>April:Cycle 2</p>	<p>Individual/Dual: Combatives:Wrestling, Martial Arts,pulling/pushing activities</p>	<p>1. Using selected movement skills in a variety of different individual/dual games(15) 2. Identify the importance of following rules (5) 3. Examine external factors that affect movemnet skill development(2) 4. Distinguish between Fair Play and unethical behaviors (8) 5. Apply functional use of activity-specific movement skills to individual/dual games/sports(12) 6. Demonstrate the ability to work cooperatively/collaboratively (14)</p>	<p>1. Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) 2. Promote the benefits of physical activity for optimal health and fitness(19) 3. Describe the importance of a warm-up and cool down for physical activity participation (23) 4. Describe the effects of exercise and inactivity on the muscular system (21)</p>	<p>1. Follow set rules and routines for safe participation and use of equipment in selected physical activities.(38)</p>		<p>Human Sexuality: 1. Describe the human reproductive systems as they relate to fertilization and fetal development(62) 2. Explain the human reproductive process and recognize myths related to fertilization(63) 3. Describe how the endocrine system regulates body changes associated with puberty(64) 4. Identify the emotional changes at puberty and their effect on personal well-being(65) 5. Identify positive ways of coping with daily moods and emotions associated with puberty(66) 6.Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female(67)</p>		<p>Skill Demonstration,Student Journals, Peer/Seld Evaluation, Teacher Observation, Daily Rubrics</p>		

<p>April:Cycle 3</p>	<p>Individual/Dual/Sports/Games: net/wall:Badminton,Paddleball, Table Tennis, Tennis</p>	<p>1. Using selected movement skills in a variety of different individual/dual games(15) 2. Identify the importance of following rules (5) 3. Examine external factors that affect movement skill development(2) 4. Distinguish between Fair Play and unethical behaviors (8) 5. Apply functional use of activity-specific movement skills to individual/dual games/sports(12) 6. Demonstrate the ability to work cooperatively/collaboratively (14) 7. Recognize characteristics of selected movement skills as applied to territory/invasion and striking-type activities(1)</p>	<p>1. Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) 2. Promote the benefits of physical activity for optimal health and fitness(19) 3. Describe the importance of a warm-up and cool down for physical activity participation (23) 4. Describe the effects of exercise and inactivity on the muscular system (21)</p>	<p>1. Determine personal responsibilities in performing specific exercises (31) 2. Justify reasons for appropriate dress for selected activities (32) 3. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 4. Follow set rules and routines for safe participation (42)</p>				<p>Routines, skill demonstrations,Daily Rubrics, Student Journals,Teacher Observation</p>		
<p>April:Cycle 4</p>	<p>Individual/Dual/Sports/Games: net/wall:Badminton,Paddleball, Table Tennis, Tennis</p>	<p style="text-align: center;">↓</p>	<p>1. Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) 2. Promote the benefits of physical activity for optimal health and fitness(19) 3. Describe the importance of a warm-up and cool down for physical activity participation (23)</p>	<p>1. Determine personal responsibilities in performing specific exercises (31) 2. Justify reasons for appropriate dress for selected activities (32) 3. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 4. Follow set rules and routines for safe participation (42)</p>		<p>Human Sexuality: 1. Describe the human reproductive systems as they relate to fertilization and fetal development(62) 2. Explain the human reproductive process and recognize myths related to fertilization(63) 3. Describe how the endocrine system regulates body changes associated with puberty(64) 4. Identify the emotional changes at puberty and their effect on personal well-being(65) 5. Identify positive ways of coping with daily moods and emotions associated with puberty(66) 6. Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female(67)</p>		<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals</p>		
<p>May</p>	<p>Physical Activity Categories</p>	<p>Movement</p>	<p>Fitness Management</p>	<p>Safety</p>	<p>Personal and Social Management</p>	<p>Healthy Lifestyle Practices</p>				

May:Cycle 1	1. Individual/Dual/ : Athletics, Run Jump, Throw (Program), Golf 2. Human Sexuality	<ol style="list-style-type: none"> 1. Recognize different applications of basic movement skills to different physical activities.(1) 2. Biomechanical concepts related to applying force in sending and receiving activities.(3) 3. Use of activity-specific terminology.(6) 4. Perform extensions and/or variations of transport skills applying mechanical principles(9). 5. Demonstrate dynamic balance(17) 6. Apply functional use of selected movement skills to a variety of team games/sports.(13) 7. Perform manipulation skills for consistency (10) 	<ol style="list-style-type: none"> 1. Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) 2. Promote the benefits of physical activity for optimal health and fitness(19) 3. Describe the importance of a warm-up and cool down for physical activity participation (23) 	<ol style="list-style-type: none"> 1. Determine personal responsibilities in performing specific exercises (31) 2. Justify reasons for appropriate dress for selected activities (32) 3. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 4. Follow set rules and routines for safe participation (42) <p>Sexuality:</p> <ol style="list-style-type: none"> 5. Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviors in different relationships(38) 6. Develop strategies for avoiding situations that can potentially lead to conflict and violence(39) 7. Establish safety guidelines to protect self and others from sexually abusive situations(40) 8. Demonstrate an understanding of skills in dealing with sexually abusive situations and ways to seek help (41) 	<ol style="list-style-type: none"> 1. Identify socially acceptable behaviors for dealing with new situations and/or change.(47) 	<p>Human Sexuality:</p> <ol style="list-style-type: none"> 1. Describe the human reproductive systems as they relate to fertilization and fetal development(62) 2. Explain the human reproductive process and recognize myths related to fertilization(63) 3. Describe how the endocrine system regulates body changes associated with puberty(64) 4. Identify the emotional changes at puberty and their effect on personal well-being(65) 5. Identify positive ways of coping with daily moods and emotions associated with puberty(66) 6. Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female(67) 	<ol style="list-style-type: none"> 1. Mental Health Week: (May 2-8) 2. Summer Active 3. National Road Safety Week (May 16-22) 	<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals</p>		
May:Cycle 2	Individual/Dual/ Sports/Games: Athletics, Run Jump, Throw (Program)	<ol style="list-style-type: none"> 1. Recognize different applications of basic movement skills to different physical activities.(1) 2. Biomechanical concepts related to applying force in sending and receiving activities.(3) 3. Use of activity-specific terminology.(6) 4. Perform extensions and/or variations of transport skills applying mechanical principles(9). 5. Demonstrate dynamic balance(17) 6. Apply functional use of selected movement skills to a variety of team games/sports.(13) 	<ol style="list-style-type: none"> 1. Identify the proper techniques and harmful techniques in stretching exercises.(22) 2. Participate in exercises/activities designed to improve and maintain personal fitness. (24) 3. Demonstrate the use of assessment strategies to determine, organize, and record fitness results and physical activity participation (28) 4. Chart own fitness results through the year-summary (29) 	<ol style="list-style-type: none"> 1. Determine personal responsibilities in performing specific exercises (31) 2. Justify reasons for appropriate dress for selected activities (32) 3. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 4. Follow set rules and routines for safe participation (42) 				<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment</p>		

<p>May:Cycle 3</p>	<p>Team Sports/Games: Striking/Fielding:softball, cricket, Touch Football, Ultimate</p>	<p>1. Recognize different applications of basic movement skills to different physical activities.(1) 2.Biomechanical concepts related to applying force in sending and receiving activities.(3) 3.Use of activity-specific terminology.(6) 4. Identify examples of Fair Play and good teamwork by others.(8) 5.Perform extensions and/or variations of transport skills applying mechanical principles.(9) 6.Demonstrate dynamic balance. 7.Apply functional use of selected movement skills to a variety of team games/sports.(12) 8.Work Cooperatively/Collaboratively in planning and organizing, and/or officiating physical activities.(14)</p>	<p>1.Promote the benefits of physical activity for optimal health and fitness (19)</p>	<p>1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(42)</p>	<p>1. Explain the benefits of using the decision-making/problem-solving process for responsible health-enhancing decisions(46) 2. Identify socially acceptable behaviors for dealing with new situations and/or change(47)</p>			<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment,Teacher Observation</p>		
<p>June</p>	<p>Physical Activity Categories</p>	<p>Movement</p>	<p>Fitness Management</p>							
<p>June:Cycle 1</p>	<p>Team Sports/Games: Striking/Fielding:softball, cricket, Touch Football, Ultimate</p>	<p>1. Recognize different applications of basic movement skills to different physical activities.(1) 2.Biomechanical concepts related to applying force in sending and receiving activities.(3) 3.Use of activity-specific terminology.(6) 4. Identify examples of Fair Play and good teamwork by others.(8) 5.Perform extensions and/or variations of transport skills applying mechanical principles.(9) 6.Demonstrate dynamic balance.(11) 7. Apply functional use of selected movement skills to a variety of team games/sports.(13) 8.Work Cooperatively/Collaboratively in planning and organizing, and/or officiating physical activities.(14)</p>	<p>1.Promote the benefits of physical activity for optimal health and fitness (19)</p>	<p>1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(42) Water Safety: Outline the emergency steps related to water incidents or accidents(35)</p>	<p>1. Explain the benefits of using the decision-making/problem-solving process for responsible health-enhancing decisions(46) 2. Identify socially acceptable behaviors for dealing with new situations and/or change(47)</p>		<p>1. Stroke-Awareness Month 2. National Water Safety Week (June 5-13) 3. National Aboriginal Day (June 21)</p>	<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment</p>		

<p>June:Cycle 2</p>	<p>Team Sports/Games: Target: Soccer</p>	<p>1. Recognize different applications of basic movement skills to different physical activities.(1) 2.Biomechanical concepts related to applying force in sending and receiving activities.(3) 3.Use of activity-specific terminology.(6) 4. Identify examples of Fair Play and good teamwork by others.(8) 5.Perform extensions and/or variations of transport skills applying mechanical principles.(9) 6.Demonstrate dynamic balance.(11) 7. Apply functional use of selected movement skills to a variety of team games/sports.(13) 8.Work Cooperatively/Collaboratively in planning and organizing, and/or officiating physical activities.(14)</p>	<p>1.Promote the benefits of physical activity for optimal health and fitness (19)</p>	<p>1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(42)</p>	<p>1. Explain the benefits of using the decision-making/problem-solving process for responsible health-enhancing decisions(46) 2. Identify socially acceptable behaviors for dealing with new situations and/or change(47)</p>			<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment</p>		
<p>June:Cycle 3</p>	<p>Team Sports/Games: Target: Soccer</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>		<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment, Teacher Observation</p>		
<p>Optional Activities</p>										
	<p>Alternative Pursuits: Land-based: in-line skating, cycling, walking,</p>	<p>1. Examine external factors that may affect movement skill development(2) 2. Distinguish between Fair Play behaviors and unethical behaviors (8) 3. Create a self-fitness baseline to compare throughout the year. 4. Identify the importance of following rules (5) 5. Apply functional use of selected activity-specific skills in alternative pursuits.(15) 6. Demonstrate balance abilities (11)</p>	<p>1. Identify personal factors and preferences for choosing physical activities(24) 2. Demonstrate behaviors for personal fitness-goal attainment (25) 3. Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones (26)</p>	<p>1. Determine personal responsibilities in performing specific exercises (31) 2. Justify reasons for appropriate dress for selected activities (32) 3. Investigate factors related to facilities and equipment for safe inclusion of all students (33) 4. Show an understanding of potential safety risks related to selected alternative pursuits activities (34) 5. Describe ways to seek help related to different types of accidents and/or dangerous situations(37)</p>				<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment, Teacher Observation</p>		
<p>All-Year</p>	<p style="text-align: center;">←</p>									
<p>All-Year</p>	<p style="text-align: center;">←</p>			<p>Follow set rules and routines for safe participation (42)</p>	<p>Identify anger-management skills as alternatives to aggression and violence (57)</p>					

All-Year	←				Review strategies, possible outcomes for conflict resolution among friends/peers (53)					
All-Year	←				Identify socially acceptable behaviors for dealing with new situations and/or change (47)					
All-Year	←				Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions(46)					
All-Year	←				Demonstrate functional use of interpersonal skills for dealing with new activities, situations, and/or change in class activities(57)					
All-Year	←				Identify the characteristics associated with each of the communication styles and leadership qualities(49)					
All-Year	←				Apply conflict-resolution strategies to different scenarios(58)					