

Physical Education and Health Assessment Categories	Physical Activity Applications	Knowledge and Understanding- Practical Applications	Fitness Management and Fitness Skills	Safety	Personal and Social Management Skills	Active Living	Health-Promotion Calendar Themes	Weight Worth	Term Mark
Physical Education % Weighting	20%	30%	25%					x75%	
Health Related % Weighting				5%	10%	10%		x25%	
Monthly Units/Topics- Grade 8	Physical Activity Categories	Movement	Fitness Management	Safety	Personal and Social Management	Healthy Lifestyle Practices		Assessment/Evaluation Strategies	
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.Examine the reasons for rules related to safety/risk factors (5) 3. Set and/or review expectations for personal and group conduct regarding participation(8)	1. Identify personal factors and preferences for choosing physical activities for fitness and health(23)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31)			Personal Health Practices	Team Building,Daily Student/Peer Evaluation, Pen and Pencil Goals worksheets, Active Living, Teacher Observation, Rubric Assessment	
September:Cycle 2	1. Cooperative 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.Examine the reasons for rules related to safety/risk factors (5) 3. Set and/or review expectations for personal and group conduct regarding participation(8) 4. Demonstrate balance abilities applying mechanical principles for stability/strength in cooperative-type activities(11)	1. Identify personal factors and preferences for choosing physical activities for fitness and health(23)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31)	1. Identify roles and responsibilities in developing positive relationships (46) 2. Describe behaviours that show social responsibility and respect for diversity(43) 3. Demonstrate functional use of interpersonal skills that promote fair play and teamwork (54) 4. Examine the effects of stereotyping based on a variety of factors and ways to promote acceptance of self and others (39)	1. Investigate different ways to increase physical activity in daily living as it relates to sustainable development (59) 2. Determine the degree to which technology has had an impact on personal health (60)		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. Examine the reasons for rules and adaptations of rules related to safety/risk factors (5) 3. Show an understanding of specific terminology associated with selected sports/games and net/wall, and target-type activities (6) 4. Describe common strategies used in various games, including net/wall and target-type activities(7) .	1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31)	1. Identify roles and responsibilities in developing positive relationships (46) 2. Describe behaviours that show social responsibility and respect for diversity(43) 3. Demonstrate functional use of interpersonal skills that promote fair play and teamwork (54)	1. Investigate different ways to increase physical activity in daily living as it relates to sustainable development (59) 2. Determine the degree to which technology has had an impact on personal health (60) 3. Examine positive/negative health habits of daily living for self and/or others(56)		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	1. Apply functional use of activity-specific movement skills to individual/dual game games/sports(12) 2. Examine the reasons for rules and adaptations of rules related to safety/risk factors (5) 3. Show an understanding of specific terminology associated with selected sports/games and net/wall, and target-type activities (6) 4. Describe common strategies used in various games, including net/wall and target-type activities(7) 5. Contribute to the organization and administration of a tournament(14)	1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31)	1. Develop self-monitoring strategies and criteria in setting individual and/or group goals (40) 2. Analyze how factors affect one's planning and setting of goals (41) 3. Discuss personal participation and responsibilities in physical activities and/or social events for the promotion on inclusion and cultural diversity in communities (44) 4. Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal (52) 5. Examine the effects of stress and relaxation on body systems (50) 6. Explain how stress may have positive or negative consequences (49)	1. Apply personal and social management skills in case scenarios related to personal health practices (64) 2. Develop a personal plan that includes daily healthy practices to maintain a healthy body (66) 3. Implement and evaluate a personal plan for healthy eating and activity(67)	1. Community Safety Awareness 2. National Family Week	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,	1. Apply functional use of selected activity-specific skills in alternative pursuits(15) 2. Set and/or review expectations for personal and group conduct regarding participation(8)	1. Identify personal factors and preferences for choosing physical activities for fitness and health(23)	1. Investigate potential safety risks inherent in selected alternative pursuits(33) 2. Evaluate the effectiveness of laws and policies that promote personal and community safety (35) 3. Demonstrate the ability to access valid health information and health-promoting products and services available in the community(37)	1. Describe the social factors that affect the decision-making/problem-solving process in group situations(42) 2. Apply the decision-making/problem solving process in making group decisions in different case scenarios(53)			Pen Pencil Activities-Map Work, Student Journals, Agenda Books Record, Daily Rubric		
October:Cycle 3	Alternative Pursuits: Land-Based: Orienteering, Walking,	1. Apply functional use of selected activity-specific skills in alternative pursuits(15) 2. Set and/or review expectations for personal and group conduct regarding participation(8)	1. Identify personal factors and preferences for choosing physical activities for fitness and health(23)	1. Investigate potential safety risks inherent in selected alternative pursuits(33) 2. Evaluate the effectiveness of laws and policies that promote personal and community safety (35) 3. Demonstrate the ability to access valid health information and health-promoting products and services available in the community(37)	1. Describe the social factors that affect the decision-making/problem-solving process in group situations(42) 2. Apply the decision-making/problem solving process in making group decisions in different case scenarios(53)			Pen Pencil Activities-Map Work, Student Journals, Agenda Books Record , Daily Rubric		
October:Cycle 4	Net/Wall Games, Games: Volleyball, Mini-Volleyball, Sepak Takraw, Pickleball	1. Recognize characteristics of selected movement skills and patterns as applied in net/wall and target-type activities (1) 2. Examine the reasons for rules related to safety/and risk factors of selected sports/games (5) 3. Show an understanding of terminology associated with selected sports/games, including net/wall and target-type activities(6) 4. Describe common strategies used in various games, including net/wall and target-type activities(7)	1. Identify personal factors and preferences for choosing physical activities for fitness and health(23)	1. Demonstrate safety rules, routines, and procedures related to selected physical activities, including net/wall and target-type activities(29)	1. Examine the effects of stereotyping based on a variety of factors and ways to promote acceptance of self and others (39)			Student Journals, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Questioning/Interview, Partner sharing		

November/December	Physical Activity Categories	Movement	Fitness Management	Safety	Personal and Social Management	Healthy Lifestyle Practices				
November:Cycle 1	Net/Wall Games, Invasion Games: Volleyball, Mini-Volleyball, Sepak Takraw, Pickleball	1. Recognize characteristics of selected movement skills and patterns as applied in net/wall and target-type activities (1) 2. Examine the reasons for rules related to safety/and risk factors of selected sports/games (5) 3. Show an understanding of terminology associated with selected sports/games, including net/wall and target-type activities(6) 4. Describe common strategies used in various games, including net/wall and target-type activities(7) 5. Perform combinations of transport, manipulation and balance skills, applying mechanical principles for control(9) 6. Analyze movement concepts in net/wall activities and target-type activities(4)	1. Identify personal factors and preferences for choosing physical activities for fitness and health(23)	1. Demonstrate safety rules, routines, and procedures related to selected physical activities, including net/wall and target-type activities(29)			Safety Awareness	Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting		
	MARKS	CLOSED	REPORTS	DUE						
November:Cycle 2	Fitness Activities: Training Programs: aerobics, rope jumping, use of exercise equipment,	1. Explain the cross-training effects of different games/activities on fitness and movement skill development(2) 2. Identify the biomechanical concepts for safe exercising in lifting/carrying activities(3)	1. Identify the names of muscle groups and specific muscles and primary action across the various joints (19) 2. Explain the effects of exercise on use and overuse of muscles(20) 3. Describe the ways to apply the FITT principle to health-related fitness components(21) 4. Participate in fitness activities that use the FITT principle and contribute to personal health-related fitness goals (24) 5. Participate in continuous aerobic activity related to personal target heart-rate zones (25) 6. Determine personal target heart-rate zone (26) 7. Chart own fitness results throughout the year (28)	1. Identify the risks of contraindicated exercises and safe exercise alternatives(30) 2. Identify common injuries/conditions and basic first-aid procedures(36)	1. Describe the social factors that affect the decision-making/problem-solving process in group situations (42)	1. Identify and categorize physical activities of different intensities and their potential benefits(58)		Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting, Observation: Partner Sharing		

November:Cycle 3	Fitness Testing	1.Explain the cross-training effects of different games/activities on fitness and movement skill development(2) 2. Identify the biomechanical concepts for safe exercising in lifting/carrying activities(3)	1. Identify the names of muscle groups and specific muscles and primary action across the various joints (19) 2. Explain the effects of exercise on use and overuse of muscles(20) 3. Identify the five health-related fitness components and their importance to a balanced fitness plan (18)	1. Identify the risks of contraindicated exercises and safe exercise alternatives(30) 2. Identify common injuries/conditions and basic first-aid procedures(36)	1. Use problem-solving strategies to address the barriers that may interfere with being active daily(65)			Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting		
November:Cycle 4	Rhythmics	1.Design and perform Rhythmic and movement sequences (16,17)	1. Participate in continuous aerobic activity related to personal target heart-rate zones (25)	1. Identify the risks of contraindicated exercises and safe exercise alternatives(30)				Peer and student Self-Evaluation, Video Assessment, Teacher Observation, Teacher Assessment		
December:Cycle 5	Rhythmics	1.Design and perform Rhythmic and movement sequences (16,17)	1. Participate in continuous aerobic activity related to personal target heart-rate zones (25)	1. Identify the risks of contraindicated exercises and safe exercise alternatives(30)				Peer and student Self-Evaluation, Video Assessment, Teacher Observation, Teacher Assessment		
December:Cycle 6	Individual/Dual Sports/Games: Innovative:LOGS,TGFU	1. Apply functional use of selected and/or activity-specific movement skills to individual/dual games/sports (12) 2.Set and/or review expectations for personal and group conduct regarding participation(8)	1. Explain the effects of exercise on use and overuse of muscles(20) 2.Participate in continuous aerobic activity related to personal target heart-rate zones (25)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31)				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	Net/Wall: Table Tennis, Tennis	1. Analyze movement concepts in net/wall activities and target-type activities(4) 2. Recognize characteristics of selected movement skills and patterns as applied in net/wall and target-type activities (1) 3.Describe common strategies used in various games, including net/wall and target-type activities(7)	1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31)		1.Apply "sport nutrition principles" to a variety of physical activities (63)	Wellness and Personal Development	Peer and student Self-evaluation, Daily student rubrics, Student Activity Logs		
January:Cycle 2	Net/Wall: Table Tennis, Tennis	1. Analyze movement concepts in net/wall activities and target-type activities(4) 2. Recognize characteristics of selected movement skills and patterns as applied in net/wall and target-type activities (1) 3.Describe common strategies used in various games, including net/wall and target-type activities(7) 4. Contribute to the organization and administration of a tournament(14)	1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31)				Peer and student Self-evaluation, Daily student rubrics, Student Activity Logs, Student Journals		

<p>January:Cycle 3</p>	<p>Combatives:martial arts, wrestling</p>	<p>1. Explain the cross-training effect of different games/activities on fitness and movement skill development(2) 2. Perform combinations of transport, manipulation, and balance skills applying mechanical principles for control(9) 3.Describe common strategies used in various games, including net/wall and target-type activities(7)</p>	<p>1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)</p>	<p>1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31) 3. Identify the risks of of contraindicated exercises and safe alternatives(30)</p>				<p>Peer and student Self-evaluation, Daily student rubrics,</p>		
<p>January:Cycle 4</p>	<p>Team Sports/Games: Basketball, Team Handball, Indoor Soccer</p>	<p>1.Recognize characteristics of selected movement skills and patterns as applied in net/wall and target-type activities (1) 2. Examine the reasons for rules related to safety/and risk factors of selected sports/games (5) 3. Show an understanding of terminology associated with selected sports/games, including net/wall and target-type activities(6) 4.Describe common strategies used in various games, including net/wall and target-type activities(7) 5. Perform combinations of transport, manipulation and balance skills, applying mechanical principles for control(9) 6. Perform combinations of manipulation skills applying mechanical principles on use of projectiles(10).</p>	<p>1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)</p>	<p>1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31)</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>				

<p>February:Cycle 1</p>	<p>Team Sports/Games: Basketball, Team Handball, Indoor Soccer, Multicultural Games</p>	<p>1. Recognize characteristics of selected movement skills and patterns as applied in net/wall and target-type activities (1) 2. Examine the reasons for rules related to safety/and risk factors of selected sports/games (5) 3. Show an understanding of terminology associated with selected sports/games, including net/wall and target-type activities(6) 4. Describe common strategies used in various games, including net/wall and target-type activities(7) 5. Perform combinations of transport, manipulation and balance skills, applying mechanical principles for control(9) 6. Perform combinations of manipulation skills applying mechanical principles on use of projectiles(10).</p>	<p>1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)</p>	<p>1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31)</p>			<p>National Heart Month and Active Living</p>	<p>Agenda Books Record Daily Student/Peer Evaluation, Teacher Observation, Goals: Pen and pencil activities</p>		
<p>February:Cycle 2</p>	<p>Team Sports/Games: Multicultural Games: Pan Am Resource</p>	<p>1. Apply functional use of selected and/or activity-specific movement skills to individual/dual games/sports (12) 2. Apply functional use of selected and/or activity-specific movement skills in a variety of physical activities, including net/wall and target-type games(13)</p>	<p>1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)</p>	<p>1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31)</p>				<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities</p>		

<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.Explain the cross-training effects of different games/activities on fitness and movement skill development(2) Identify the biomechanical concepts for safe exercising in lifting/carrying activities(3) 3.Apply functional use of selected activity-specific skills in alternative pursuits(15)</p>	<p>1. Identify the names of muscle groups and specific muscles and primary action across the various joints (19) 2. Describe ways to apply the FITT principle to health-related fitness components (21) 3. Identify the five health-related fitness components and their importance to a balanced fitness plan (18) 4. Participate in fitness activities that use the FITT principle and contribute to personal health-related fitness goals (24) 5.Participate in continuous aerobic activity related to personal target heart-rate zones (25) 6. Assess the level of ability in one or more health-related fitness components(27)</p>	<p>1. Identify the risks of contraindicated exercises and safe exercise alternatives(30) 2. Identify common injuries/conditions and basic first-aid procedures(36) 3. Determine safe areas and opportunities for cycling and/or other similar activities in the community(34)</p>		<p>1. Evaluate information related to healthy body weight and body image (61)</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.Explain the cross-training effects of different games/activities on fitness and movement skill development(2) 2.Apply functional use of selected activity-specific skills in alternative pursuits(15)</p>	<p>1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)</p>	<p>1. Identify common injuries/conditions and basic first-aid procedures(36) 2. Determine safe areas and opportunities for cycling and/or other similar activities in the community(34) 3. Justify reasons for appropriate dress for selected physical activities (3) 4. Investigate potential safety risks in selected alternative pursuits (33)</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.Explain the cross-training effects of different games/activities on fitness and movement skill development(2) 2.Apply functional use of selected activity-specific skills in alternative pursuits(15)</p>	<p>1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)</p>	<p>1. Identify common injuries/conditions and basic first-aid procedures(36) 2. Determine safe areas and opportunities for cycling and/or other similar activities in the community(34) 3. Justify reasons for appropriate dress for selected physical activities (31) 4. Investigate potential safety risks in selected alternative pursuits (33)</p>				<p>Student Journals,Activity Logs, Role Playing, Problem-Solving activities, Daily Rubric Assessment</p>		

March:Cycle 3	1.Alternative Pursuits: Winter games: Broomball, Snow soccer or Team Sports/Games:Target:Floor Hockey	1.Explain the cross-training effects of different games/activities on fitness and movement skill development(2) 2.Apply functional use of selected activity-specific skills in alternative pursuits(15)	1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)	1. Identify common injuries/conditions and basic first-aid procedures(36) 2. Determine safe areas and opportunities for cycling and/or other similar activities in the community(34) 3. Justify reasons for appropriate dress for selected physical activities (31) 4. Investigate factors related to facilities and equipment to ensure safe inclusion of all students (32)				Skill Demonstration, Agenda Books Record, Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals, Teacher Observation		
April	Physical Activity Categories	Movement	Fitness Management	Safety	Personal and Social Management	Healthy Lifestyle Practices				
April:Cycle 1	Individual/Dual/ : Combatives:Wrestling, Martial Arts,pulling/pushing activities	1. Explain the cross-training effect of different games/activities on fitness and movement skill development(2) 2. Perform combinations of transport, manipulation, and balance skills applying mechanical principles for control(9) 3.Describe common strategies used in various games, including net/wall and target-type activities(7)	1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)	1. Identify the risks of contraindicated exercises and safe exercise alternatives(30)	1. Describe examples of assertive behavior for resisting negative peer pressure (45)	1. Examine lifestyle practices and their effects on body systems (57)	1.Dental Health Month 2. National Cancer Month	Skill Demonstration, Agenda Books Record,Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals,Teacher Observation		
April:Cycle 2	Individual/Dual/ Combatives:Wrestling, Martial Arts,pulling/pushing activities	1. Explain the cross-training effect of different games/activities on fitness and movement skill development(2) 2. Perform combinations of transport, manipulation, and balance skills applying mechanical principles for control(9) 3.Describe common strategies used in various games, including net/wall and target-type activities(7)	1. Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22)	1. Identify the risks of contraindicated exercises and safe exercise alternatives(30)				Skill Demonstration,Student Journals, Peer/Seld Evaluation, Teacher Observation, Daily Rubrics		

April:Cycle 3	Individual/Dual/Sports/Games: net/wall:Badminton,Paddleball, Table Tennis, Tennis	<ol style="list-style-type: none"> Using selected movement skills in a variety of different individual/dual games(15) Identify the importance of following rules (5) Examine external factors that affect movemnet skill development(2) Distinguish between Fair Play and unethical behaviors (8) Apply functional use of activity-specific movement skills to individual/dual games/sports(12) Demonstrate the ability to work cooperatively/collaboratively (14) Recognize characteristics of selected movement skills as applied to territory/invasion and striking-type activities(1) 	<ol style="list-style-type: none"> Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) Promote the benefits of physical activity for optimal health and fitness(19) Describe the importance of a warm-up and cool down for physical activity participation (23) Describe the effects of exercise and inactivity on the muscular system (21) 	<ol style="list-style-type: none"> Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) Justify reasons for appropriate dress for selected physical activities (31) 				Routines, skill demonstrations,Daily Rubrics, Student Journals,Teacher Observation		
April:Cycle 4	Individual/Dual/ net/wall:Badminton,Paddleball, Table Tennis, Tennis	<ol style="list-style-type: none"> Analyze movement concepts in net/wall activities and target-type activities(4) Recognize characteristics of selected movement skills and patterns as applied in net/wall and target-type activities (1) Describe common strategies used in various games, including net/wall and target-type activities(7) 	<ol style="list-style-type: none"> Sort and classify physical activities/exercises that are best suited to developing each of the health-related fitness components (18) Promote the benefits of physical activity for optimal health and fitness(19) Describe the importance of a warm-up and cool down for physical activity participation (23) 	<ol style="list-style-type: none"> Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) Justify reasons for appropriate dress for selected physical activities (31) 				Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals		
May	Physical Activity Categories	Movement	Fitness Management	Safety	Personal and Social Management	Healthy Lifestyle Practices				
May:Cycle 1	<ol style="list-style-type: none"> Individual/Dual/ : Athletics, Run Jump, Throw (Program) Human Sexuality 	<ol style="list-style-type: none"> Perform combinations of transport, manipulation, and balance skills applying mechanical principles for control(9) Perform combinations of manipulation skills applying mechanical principles on use of projectiles(10). Apply functional use of activity-specific movement skills to individual/dual game games/sports(12) 	<ol style="list-style-type: none"> Identify three stages of activity-specific warm-ups and examples of each stage for specific physical activities(22) 	<ol style="list-style-type: none"> Demonstrate the ability to access valid health information and health-promoting products and services available in the community(37) Evaluate the effectiveness of laws and policies that promote personal and community safety (35) 	<ol style="list-style-type: none"> Examine the effects of stereotyping based on a variety of factors and ways to promote acceptance of self and others (39) Describe examples of assertive behavior for resisting negative peer pressure (45) List healthy and unhealthy strategies for dealing with stress and/or anxiety (51) Apply stress-management strategies in case scenarios related to stressful situations(55) Identify how self peers and the community contribute to teh enhancement of personal health and well-being (47) Identify stages of grieving for understanding and supporting self and others (48) 	<ol style="list-style-type: none"> Explain influences on growth and development during adoescence (62) 	<ol style="list-style-type: none"> Mental Health Week: (May 2-8) SummerActive National Road Safety Week (May 16-22) 	Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals		

May:Cycle 2	Individual/Dual/ Sports/Games: Athletics, Run Jump, Throw (Program)	<ol style="list-style-type: none"> 1. Perform combinations of transport, manipulation, and balance skills applying mechanical principles for control(9) 2.Perform combinations of manipulation skills applying mechanical principles on use of projectiles(10). 3.Apply functional use of activity-specific movement skills to individual/dual game games/sports(12) 	<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. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31) 				<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment</p>		
May:Cycle 3	Team Sports/Games: Striking/Fielding:softball, Cricket, Touch Football, Ultimate	<ol style="list-style-type: none"> 1. Analyze movement concepts in net/wall activities and target-type activities(4) 2. Recognize characteristics of selected movement skills and patterns as applied in net/wall and target-type activities (1) 3.Describe common strategies used in various games, including net/wall and target-type activities(7) 4. Contribute to the organization and administration of a tournament(14) 	<ol style="list-style-type: none"> 1.Promote the benefits of physical activity for optimal health and fitness (19) 	<ol style="list-style-type: none"> 1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31) 				<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment,Teacher Observation</p>		
June	Physical Activity Categories	Movement	Fitness Management							
June:Cycle 1	Team Sports/Games: Striking/Fielding:softball, cricket, Touch Football, Ultimate	<ol style="list-style-type: none"> 1. Analyze movement concepts in net/wall activities and target-type activities(4) 2. Recognize characteristics of selected movement skills and patterns as applied in net/wall and target-type activities (1) 3. Contribute to the organization and administration of a tournament(14) 4.Show an understanding of terminology associated with selected sports/games, including net/wall and target-type activities(6) 	<ol style="list-style-type: none"> 1.Promote the benefits of physical activity for optimal health and fitness (19) 	<ol style="list-style-type: none"> 1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31) 			<ol style="list-style-type: none"> 1. Stroke-Awareness Month 2. National Water Safety Week (June 5-13) 3. National Aboriginal Day (June 21) 	<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment</p>		
June:Cycle 2	Team Sports/Games: Target: Soccer	<ol style="list-style-type: none"> 1.Explain the cross-training effects of different games/activities on fitness and movement skill development(2) 	<ol style="list-style-type: none"> 1.Promote the benefits of physical activity for optimal health and fitness (19) 	<ol style="list-style-type: none"> 1. Follow set rules and routines for safe participation and use of equipment in selected physical activities(38) 2. Justify reasons for appropriate dress for selected physical activities (31) 				<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment</p>		

