Grade 8 Physical and Health Education

Course Overview

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Course Website: classroom.google.com

About the Course

The Middle School Physical Education program aims to develop physically healthy and literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity and holistic wellbeing. The course provides students with the opportunity to experience, and grow within, a safe learning environment that emphasizes positive participation and self challenge as well as personal and social responsibility - key characteristics of a physically literate individual. Students explore a variety of sports, games and fitness activities that serve to promote leadership, teamwork and cooperation, motor skill and technical development, physical fitness, knowledge of concepts, strategies, and rules, and an appreciation of the importance of exercise for a healthy lifestyle.

Physical Education units are taught using the "Teaching Games for Understanding" approach, which teaches game form, game appreciation, tactical awareness, decision making, skill development, and game performance though the use of differentiated and modified games and activities that allow for student-centered learning and development.

The Middle School Physical Education program is built around the National Standards for Physical Education (NASPE), and aims for students to:

- Demonstrate competency in a variety motor skills and movement patterns
- Apply knowledge of concepts, principles, strategies and tactics related to movement and performance
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Exhibit responsible personal and social behavior that respects self and others
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

The Middle School Health Education program provides students with the opportunity to examine relevant health information, explore personal attitudes, assess influences and risks, and demonstrate healthy decision-making in a safe and nurturing environment that promotes discussion and project-based learning. Students are encouraged to take responsibility for the choices they make and are made to understand how those decisions affect their holistic health and wellbeing. The grade eight course aims to be as responsive as possible to the distinct needs of grade eight students, with particular focus on personal responsibility, risk assessment and decision making in relation to the socio-emotional, mental, physical, and sexual developments that occur during puberty and early adolescence. These themes are explored through a variety of units and applied by students to provide meaningful and authentic learning experiences.

The Middle School Health program is built around the National Health Education Standards and aims for students to:

- Comprehend concepts related to health promotion and disease prevention
- Demonstrate the ability to access valid health information, and health- promoting products and services
- Demonstrate the ability to practice health-enhancing behaviors and reduce health risks
- Analyze the influence of culture, media, technology and other factors on health
- Demonstrate the ability to use interpersonal communication skills to enhance health, and to advocate for personal, family and community health
- Demonstrate the ability to use goal-setting and decision-making skills to enhance health

Course Structure

Because of the need to cover both Physical Education and Health curriculums, the class will alternate between units in each one of these major streams of learning. In this way, students will be rotating between learning that takes place in the classroom and learning that takes place in the sporting environment. What will soon become very obvious is that the two disciplines are very closely related! Because of the need to remain streamlined in our year-long exploration of these fascinating subject areas, aspects of Health education will be included throughout Physical Education units, and vice versa.

Both the Physical Education and Health aspects of this class strive to be as interactive and discussion-based and student-centered as possible. To support this approach, students should expect to share their voices in discussion, and to work with different partners and groups on a regular basis. Students should be prepared to be active learners, fully engaged in individual and group work, as well as class discussion, and think deeply when completing assignments both in and out of class.

Grade 8 PHE Units 2014-2015

Physical Education:

- Cooperative Games
- Volleyball
- Physical Fitness & Goal Setting (Dance, Gymnastics, Jump Rope, Yoga, Track and Field)
- Basketball
- Lacrosse
- Soccer
- Cricket
- Aquatics
- Racquet Sports (Table Tennis/Paddle Ball)
- Australian Rules Football

Health Education:

- Introduction to Health and Wellbeing as a Holistic system
- Personal Responsibility and Decision Making
  (Social Influences, Risk Assessment, Teen Brain, and Models of Decision Making)

- First Aid, CPR and Introductory AED Training
- Physical Fitness and Health
- Structure and Function of Male and Female Reproductive Systems
- Sexual Health and Hygiene
- Introduction to Human Sexuality
- Healthy Relationships, Dating Choices and Refusal Skills

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Students receive one Physical and Health Education grade that is based on their work in both sections of the class. Assessment in the course is largely performance-based, with students required to display their learning and development in the form of skills tests and formal observations, as well as technical and tactical demonstrations. These assessments will take into account individual student improvement and development as well as their ability to demonstrate their learning against course standards. Written assessments including quizzes and projects will take place primarily in the Health section of the class, although students are also expected to complete journals, reflections, rule quizzes, and skill cue worksheets in Physical Education. These smaller assignments are often completed outside of class in order to maximize time for student movement during class, while simultaneously allowing students to reflect on and reinforce the experiential learning developed through class activities.

While at home learning assignments are not calculated into student grades based on proficiency, they do represent an important learning tool and are factored into students daily grade under the standard encompassing personal responsibility. Rubrics and checklists are used for all major assessments, which are graded on a four-point scale: 1-Beginner, 2-Basic, 3-Proficient, 4-Advanced.

Each student will also earn a daily grade based on the criteria outlined below. Students will complete their own rubric-based self-assessment, while teachers will also assess students against the NASPE standards on a daily basis.

- **Personal Responsibility, Participation, and Self Challenge (4 points):** Students are expected to actively participate, challenge themselves, and incorporate guidance and feedback to their learning and development.
- **Preparation (1 point):** T-shirt or sweatshirt; shorts or track pants; proper training shoes – no boots or sandals for PE. We have extra clothes available that you will be required to wear if you fail to bring your PE attire to class. Preparation for class also includes the completion of any at home learning assignments. You will also need your personal device or a notebook accessible for every class.
- **Responsible Social Behavior & Sportsmanship (5points):** Sportsmanship, leadership, cooperation, teamwork and an overall positive attitude towards others, and learning in Physical and Health Education.

Attendance and Makeup Work

Attendance is especially important in Physical and Health Education because of the difficulty involved in 'making-up' the lessons, discussions and experiences that take place during class time.

If a student is absent with an excused absence it is responsibility of the *student* to make arrangements with his/her teacher to complete any work that was missed due to absence.

Health Concerns and Injury If a student suffers from any short or long term medical condition that may impact their ability to participate in Physical Education (i.e. asthma, heart conditions, strains or sprains, etc.) the teacher must have knowledge and written documentation of the

condition signed by a parent. We need this information for our own records, so we can understand a student's given condition. Alternative plans will be created for students with long-term health concerns or injury.

Unfortunately, theft can be a problem at schools. Please bring all belongings to class where they can be kept safely for the duration of the lesson.

I encourage both parents and students to communicate any concerns, questions, or needs as they arise. My e-mail address is: sdavis@lsnepal.com. Please don't hesitate to get in touch

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Please detach and turn in the form that follows

Signing this document indicates that you and one of your parents have read and understood this document. Moreover, by signing it you agree to the policies and standards outlined herein.

_____ _____
Student's name (print) Student's signature

_____ _____
Parent's/Guardian's name Parent's/Guardian's signature

Student's email address: _____

Parent's email address: _____

Mr. S. Davis
2014-2015