

## Grade 8 – Specific Outcomes



### General Outcome A: Activity

A8–

#### Basic Skills

- 1 select, combine and perform specific locomotor skills in a variety of activities to improve personal performance
- 2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance
- 3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance
- 4 select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance
- 5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity
- 6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

#### Application of Basic Skills

- 7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating
- 8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others
- 9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns
- 10 select, combine and perform activity-specific basic skills in a variety of games
- 11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal
- 12 select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic
- 13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g. wrestling



### General Outcome B: Benefits Health

B8–

#### Functional Fitness

- 1 monitor and analyze a personal nutrition plan that affects physical performance
- 2 demonstrate and monitor ways to achieve a personal functional level of physical fitness
- 3 explain fitness components and principles of training, and formulate individual plans for personal physical fitness

#### Body Image

- 4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images
- 5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity

Well-being

- 6 analyze the personal effects of exercise on the body systems before, during and after exercise
- 7 monitor, analyze and assess fitness changes as a result of physical activity
- 8 describe and perform appropriate physical activities for personal stress management and relaxation



### General Outcome C: Cooperation

C8–

#### Communication

- 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- 2 discuss positive active living role models

#### Fair Play

- 3 demonstrate etiquette and fair play

#### Leadership

- 4 describe, apply and practise leadership and followership skills related to physical activity

#### Teamwork

- 5 recommend practices that contribute to teamwork
- 6 identify and demonstrate positive behaviours that show respect for self and others



### General Outcome D: Do it Daily...for Life!

D8–

#### Effort

- 1 participate regularly in, and identify and describe the benefits of, an active lifestyle
- 2 develop a personal plan that encourages participation and continued motivation

#### Safety

- 3 select and apply rules, routines and procedures for safety in a variety of activities
- 4 design and perform warm-up and cool-down activities
- 5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment

#### Goal Setting/Personal Challenge

- 6 monitor, revise and refine personal goals based on interests and abilities
- 7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

#### Active Living in the Community

- 8 analyze community programs that promote a physically active lifestyle
- 9 analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers

## GRADE 8 – ALTERNATIVE ENVIRONMENT

*Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.*

**The following are selected examples of Grade 8 specific outcomes.**



Activity

Specific Outcomes	Illustrative Examples
A8-4 select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance	<ul style="list-style-type: none"> <li>Move through an obstacle course outside or in the gymnasium, that includes skills like balancing, hanging and twisting.</li> </ul>
A8-7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating	<ul style="list-style-type: none"> <li>Become cognizant of and able to apply similar concepts and skills in different environments; e.g., apply force production in a stroking action in skating and cross-country skiing.</li> </ul>



Benefits Health

B8-2 demonstrate and monitor ways to achieve a personal functional level of physical fitness	<ul style="list-style-type: none"> <li>Perform exercises to increase fitness levels for specific outdoor activities; e.g., flexibility and muscular endurance for cross-country skiing.</li> </ul>
B8-4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images	<ul style="list-style-type: none"> <li>Listen to presentations by local program providers, such as a community recreation centre, outdoors club or club for skiers who are disabled. Try some activities like wheel chair basketball.</li> <li>Discuss misconceptions, related to the participation of disabled athletes in physical activity, that may have been dispelled as a result of the presentations.</li> </ul>
B8-8 describe and perform appropriate physical activities for personal stress management and relaxation	<ul style="list-style-type: none"> <li>Participate in one-day field trips in a naturalist environment; e.g., cross-country skiing, mountain biking or hiking, and discuss the “whole body” benefits of such activities.</li> </ul>



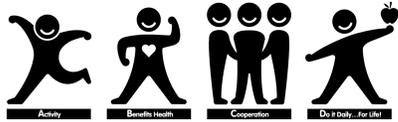
Cooperation

C8-4 describe, apply and practise leadership and followership skills related to physical activity	<ul style="list-style-type: none"> <li>Participate in a wall-climbing experience, and change leaders throughout the experience; e.g., one student determines the path for others to follow.</li> </ul>
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Do it Daily...For Life!

D8-1 participate regularly in, and identify and describe the benefits of, an active lifestyle	<ul style="list-style-type: none"> <li>Participate in a variety of outdoor pursuits, keeping a log of experiences. Write a paper based on the log and the benefits of being active in the outdoors.</li> </ul>
D8-2 develop a personal plan that encourages participation and continued motivation	<ul style="list-style-type: none"> <li>Modify existing games for alternative environments; e.g., hockey in the pool.</li> </ul>
D8-8 analyze community programs that promote a physically active lifestyle	<ul style="list-style-type: none"> <li>Discover and use community resources to be active; e.g., canoeing, inline skating, swimming, cross-country skiing.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																
<p><b>Selected Specific Outcomes</b></p> <p>A8–7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating</p> <p>C8–3 demonstrate etiquette and fair play</p> <p>D8–8 analyze community programs that promote a physically active lifestyle</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>participates fully in activity</li> <li>demonstrates cross-country skiing techniques</li> <li>respects environment</li> <li>displays qualities of fair play</li> <li>demonstrates safe practices in use of equipment</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Students take part in cross-country skiing.</p> <p><b>Evaluation Strategies</b></p> <ul style="list-style-type: none"> <li>Sample questions: <ul style="list-style-type: none"> <li>Skill: Describe how to develop speed.</li> <li>Safety: How do you get up and fall appropriately?</li> <li>Equipment: How do you choose correct sizes of skis and poles?</li> <li>Active Lifestyle: Describe how cross-country skiing promotes all components of fitness; e.g., flexibility, muscular strength, muscular endurance, cardio-respiratory fitness.</li> <li>List cross-country ski trails in the community.</li> <li>List the elements of a challenging cross-country trail.</li> </ul> </li> </ul> <p><b>Rubric</b></p> <table border="1" data-bbox="207 1182 1013 1587"> <thead> <tr> <th>4 Excellent</th> <th>3 Proficient</th> <th>2 Adequate</th> <th>1 Limited</th> </tr> </thead> <tbody> <tr> <td>consistently involved in activity</td> <td>frequently involved in activity</td> <td>occasionally involved in activity</td> <td>rarely, if ever, involved in activity</td> </tr> <tr> <td>consistently demonstrates skills, knowledge and safety</td> <td>frequently demonstrates skills, knowledge and safety</td> <td>occasionally demonstrates skills, knowledge and safety</td> <td>rarely, if ever, demonstrates skills, knowledge and safety</td> </tr> <tr> <td>consistently shows respect for others, equipment and its use in the environment</td> <td>frequently shows respect for others, equipment and its use in the environment</td> <td>occasionally shows respect for others, equipment and its use in the environment</td> <td>rarely, if ever, shows respect for others, equipment and its use in the environment</td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>Feedback is provided in writing by the teacher and includes: features that stand out, suggestions to strengthen or improve the performance.</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>Student has experienced a variety of active experiences in the outdoors, including cross-country skiing, snowshoeing and skating.</li> </ul>	4 Excellent	3 Proficient	2 Adequate	1 Limited	consistently involved in activity	frequently involved in activity	occasionally involved in activity	rarely, if ever, involved in activity	consistently demonstrates skills, knowledge and safety	frequently demonstrates skills, knowledge and safety	occasionally demonstrates skills, knowledge and safety	rarely, if ever, demonstrates skills, knowledge and safety	consistently shows respect for others, equipment and its use in the environment	frequently shows respect for others, equipment and its use in the environment	occasionally shows respect for others, equipment and its use in the environment	rarely, if ever, shows respect for others, equipment and its use in the environment	<p>Although a major emphasis should be placed on correct technique in the aquatics program, activities that participants can perform in the water should also be introduced. For example, games like water polo, underwater hockey and water basketball can be easily integrated. These games also can be easily modified by instructors or students to ensure they match the ability levels of students. For example, using personal floatation devices (PFDs) provides an opportunity for students who may not be strong swimmers to participate with the other students. Playing games in the water that are appropriate for <b>all</b> ability levels helps to ensure students leave the pool feeling good about themselves. This in turn increases the chance they will choose the water as one of their activity environments in the future.</p> <div data-bbox="1073 1724 1471 1881" style="text-align: right;"> <p><b>ABCD's of Physical Education</b></p>  </div>
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## GRADE 8 – DANCE

*Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.*

**The following are selected examples of Grade 8 specific outcomes.**



Activity

Specific Outcomes	Illustrative Examples
A8-1 select, combine and perform specific locomotor skills in a variety of activities to improve personal performance	<ul style="list-style-type: none"> <li>Perform dance steps; e.g., swing, skip, do-si-do and grapevine, with and without music, individually and with others.</li> </ul>
A8-8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others	<ul style="list-style-type: none"> <li>Perform a variety of dances from different cultures or historical time periods; e.g., troika, schottische, jive. Visit a local Métis association or First Nations Elder, and learn the basic steps of a traditional dance.</li> </ul>
A8-9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns	<ul style="list-style-type: none"> <li>Create a dance sequence based on a theme; e.g., anger, laughter, sports, water, flight, transportation.</li> </ul>



Benefits Health

B8-1 monitor and analyze a personal nutrition plan that affects physical performance	<ul style="list-style-type: none"> <li>List the effects of such things as carbohydrates, fats and proteins on the physical demands of various types of dance; e.g., aerobics, jive, ballet.</li> </ul>
B8-6 analyze the personal effects of exercise on the body systems before, during and after exercise	<ul style="list-style-type: none"> <li>Measure hamstring/low back flexibility before a class of jiggling, and then repeat measurements again after the class. Discuss how the circulatory system and the musculoskeletal system work together to increase flexibility through increased body temperature, lubrication of joints and stretching of soft tissues.</li> </ul>



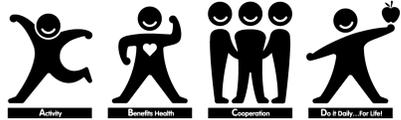
Cooperation

C8-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	<ul style="list-style-type: none"> <li>Perform dances for the class, videotaping the presentations. Watch the videocassette and highlight the positive aspects of the dances and those aspects that need improvement.</li> </ul>
C8-3 demonstrate etiquette and fair play	<ul style="list-style-type: none"> <li>As a culminating activity, perform dances from previous generations to show appreciation for the old and new styles of dancing and to practise related social etiquette.</li> </ul>



Do it Daily...For Life!

D8-3 select and apply rules, routines and procedures for safety in a variety of activities	<ul style="list-style-type: none"> <li>Discuss proper etiquette in dance routines and receive feedback when dances are demonstrated; e.g., bowing to partner and not swinging partner too hard when performing a square dance.</li> </ul>
D8-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group	<ul style="list-style-type: none"> <li>Listen to guest instructors or watch a videocassette about different dance styles; e.g., ballroom, country, hip-hop, round (Aboriginal). Discuss how to incorporate such dances into leisure time; e.g., wedding dance, cultural ceremonies, school graduation.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																														
<p><b>Selected Specific Outcomes</b></p> <p>A8–8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• locomotor skills</li> <li>• rhythm/timing</li> <li>• footwork</li> <li>• posture/presentation</li> <li>• improvement</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Jazz, Square, Social, Novelty, Line Dance—Students perform one of these dances that have been taught to the class. Videotape the performance.</p> <p><b>Evaluation Strategies</b></p> <p>Rubric</p> <table border="1" data-bbox="215 919 1019 1266"> <thead> <tr> <th data-bbox="215 919 789 1102">Criteria</th> <th data-bbox="789 919 846 1102">Excellent (4)</th> <th data-bbox="846 919 902 1102">Proficient (3)</th> <th data-bbox="902 919 959 1102">Adequate (2)</th> <th data-bbox="959 919 1019 1102">Limited (1)</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 1102 789 1136">Locomotor skills</td> <td data-bbox="789 1102 846 1136"></td> <td data-bbox="846 1102 902 1136"></td> <td data-bbox="902 1102 959 1136"></td> <td data-bbox="959 1102 1019 1136"></td> </tr> <tr> <td data-bbox="215 1136 789 1169">Rhythm/timing</td> <td data-bbox="789 1136 846 1169"></td> <td data-bbox="846 1136 902 1169"></td> <td data-bbox="902 1136 959 1169"></td> <td data-bbox="959 1136 1019 1169"></td> </tr> <tr> <td data-bbox="215 1169 789 1203">Footwork</td> <td data-bbox="789 1169 846 1203"></td> <td data-bbox="846 1169 902 1203"></td> <td data-bbox="902 1169 959 1203"></td> <td data-bbox="959 1169 1019 1203"></td> </tr> <tr> <td data-bbox="215 1203 789 1236">Posture/presentation</td> <td data-bbox="789 1203 846 1236"></td> <td data-bbox="846 1203 902 1236"></td> <td data-bbox="902 1203 959 1236"></td> <td data-bbox="959 1203 1019 1236"></td> </tr> <tr> <td data-bbox="215 1236 789 1266">Improvement</td> <td data-bbox="789 1236 846 1266"></td> <td data-bbox="846 1236 902 1266"></td> <td data-bbox="902 1236 959 1266"></td> <td data-bbox="959 1236 1019 1266"></td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>• Can you use these learned skills in any situation out of physical education class?</li> <li>• Show the videocassette in class and make comments.</li> <li>• Reflect on the nutritional needs of a physically active person.</li> </ul> <p>Parent/Teacher Presentation:</p> <ul style="list-style-type: none"> <li>• Show the videocassette.</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a positive attitude toward dance and movement activities from other countries.</li> </ul>	Criteria	Excellent (4)	Proficient (3)	Adequate (2)	Limited (1)	Locomotor skills					Rhythm/timing					Footwork					Posture/presentation					Improvement					<p>Videotaping dance sequences is an excellent way for students to analyze their own performances. After viewing the videocassette, students should identify ways to refine and improve the quality of their performance. For example, students should be able to identify ways to improve the quality of their dance steps and movement patterns within the context of the dance. As well, ways to enhance the expressive quality of their dance sequence should be identified. At first, students may be intimidated watching themselves on videocassette. Teachers should attempt to provide a nonthreatening climate to view the videocassette, where students can focus on their performance and discuss ways to improve.</p> <div data-bbox="1068 1717 1469 1879" style="text-align: right;"> <p><b>ABCD's of Physical Education</b></p>  <p>Activity      Benefits Health      Cooperation      Do it Daily...for life!</p> </div>
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## GRADE 8 – GAMES

*Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.*

**The following are selected examples of Grade 8 specific outcomes.**



Activity

Specific Outcomes	Illustrative Examples
A8-5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity	<ul style="list-style-type: none"> <li>Work individually against a wall, with partners and in small groups to practise activity-specific motor skills; e.g., kicking, forehand stroke. Discuss the body mechanics involved and how to assess progress.</li> </ul>
A8-10 select, combine and perform activity-specific basic skills in a variety of games	<ul style="list-style-type: none"> <li>Demonstrate aiming skills in a number of target activities; e.g., bocce, curling, bowling.</li> </ul>
A8-11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal	<ul style="list-style-type: none"> <li>Practise specific offensive and defensive strategies, effective in the playing of territory games, in isolated game-like situations; e.g., two-on-two to practise pick-and-roll and give-and-go.</li> </ul>



Benefits Health

B8-4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images	<ul style="list-style-type: none"> <li>Discuss the emotional and physical damage and risks associated with sport and fitness stereotypes, and role play examples of appropriate and inappropriate comments; e.g., “girls aren’t strong,” “jocks aren’t smart.”</li> </ul>
B8-6 analyze the personal effects of exercise on the body systems before, during and after exercise	<ul style="list-style-type: none"> <li>Monitor and chart heart rate before, during and after various types of games; e.g., target, court, field and territorial. Discuss the similarities and differences in heart rate.</li> </ul>



Cooperation

C8-5 recommend practices that contribute to teamwork	<ul style="list-style-type: none"> <li>Incorporate temporary rules to encourage teamwork; e.g., a different player each time to attempt to score.</li> </ul>
C8-6 identify and demonstrate positive behaviours that show respect for self and others	<ul style="list-style-type: none"> <li>Make one positive comment to a teammate and to an opponent during the playing of a game.</li> </ul>



Do it Daily...For Life!

D8-5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment	<ul style="list-style-type: none"> <li>Create a new game that demonstrates the use of safety skills that have been learned. Then demonstrate the new game to the class.</li> </ul>
D8-6 monitor, revise and refine personal goals based on interests and abilities	<ul style="list-style-type: none"> <li>Continually set personal challenges based on participation in a community sport; e.g., move higher on a tennis ladder at a drop-in centre/club, play for the local lacrosse team.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																				
<p><b>Selected Specific Outcomes</b></p> <p>A8–11 be able to identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal</p> <p>B8–4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images</p> <p>C8–6 identify and demonstrate positive behaviours that show respect for self and others</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Interview <ul style="list-style-type: none"> <li>– prepares a list of questions for the interview</li> <li>– takes notes or records details</li> <li>– clarifies ideas</li> <li>– employs a variety of thought-provoking questions</li> <li>– conducts a group interview with the wheel chair athlete</li> <li>– summarizes key comments/ideas</li> </ul> </li> <li>• News Article <ul style="list-style-type: none"> <li>– develops a news article that reveals understanding/empathy</li> <li>– identifies specific strategies and tactics to adapt to special needs</li> </ul> </li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Students listen to a wheel chair basketball athlete and participate in wheel chair basketball. They conduct an interview and write a news article to include in a journal.</p> <p><b>Evaluation Strategies</b></p> <p>Rubric (News Article)</p> <ul style="list-style-type: none"> <li>• 5Ws = who, what, when, where, why</li> <li>• 1H = how</li> </ul> <table border="1" data-bbox="215 1203 1037 1608"> <thead> <tr> <th data-bbox="215 1203 443 1260">4 Excellent</th> <th data-bbox="444 1203 638 1260">3 Proficient</th> <th data-bbox="639 1203 833 1260">2 Adequate</th> <th data-bbox="834 1203 1037 1260">1 Limited</th> </tr> </thead> <tbody> <tr> <td data-bbox="215 1262 443 1339">very good use of appropriate eye-catching headline</td> <td data-bbox="444 1262 638 1339">appropriate use of eye-catching headline</td> <td data-bbox="639 1262 833 1339">good use of appropriate headline</td> <td data-bbox="834 1262 1037 1339">limited headline</td> </tr> <tr> <td data-bbox="215 1341 443 1444">consistently and concisely expresses viewpoint throughout</td> <td data-bbox="444 1341 638 1444">frequently expresses viewpoint</td> <td data-bbox="639 1341 833 1444">occasionally expresses viewpoint</td> <td data-bbox="834 1341 1037 1444">rarely, if ever, expresses own viewpoint</td> </tr> <tr> <td data-bbox="215 1446 443 1549">consistently attends to the 5Ws/1H to inform the reader</td> <td data-bbox="444 1446 638 1549">frequently attends to the 5Ws/1H to inform the reader</td> <td data-bbox="639 1446 833 1549">occasionally attends to the 5Ws/1H to inform the reader</td> <td data-bbox="834 1446 1037 1549">rarely, if ever, attends to 5Ws/1H</td> </tr> <tr> <td data-bbox="215 1551 443 1608">consistently uses quotes</td> <td data-bbox="444 1551 638 1608">frequently uses quotes</td> <td data-bbox="639 1551 833 1608">occasionally uses quotes</td> <td data-bbox="834 1551 1037 1608">rarely, if ever, uses quotes</td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <ul style="list-style-type: none"> <li>• Share articles in a school newsletter or local newspaper.</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>• Student is able to identify and demonstrate positive behaviours that show respect for self and others.</li> </ul>	4 Excellent	3 Proficient	2 Adequate	1 Limited	very good use of appropriate eye-catching headline	appropriate use of eye-catching headline	good use of appropriate headline	limited headline	consistently and concisely expresses viewpoint throughout	frequently expresses viewpoint	occasionally expresses viewpoint	rarely, if ever, expresses own viewpoint	consistently attends to the 5Ws/1H to inform the reader	frequently attends to the 5Ws/1H to inform the reader	occasionally attends to the 5Ws/1H to inform the reader	rarely, if ever, attends to 5Ws/1H	consistently uses quotes	frequently uses quotes	occasionally uses quotes	rarely, if ever, uses quotes	<p>Students should be exposed to a variety of traditional and nontraditional games and sports. Many times, the games program only focuses on traditionally taught sports; e.g., basketball, hockey, soccer, volleyball. Although these are important to include in the program, all students—boys and girls—should be exposed to sports that are often excluded from the program. Examples of sports not traditionally taught include: lacrosse, field hockey, cricket, ultimate discs and rugby. Schools should attempt to work together to share ideas, resources and equipment that are needed to play nontraditional sports. For example, one school may wish to lend their lacrosse equipment to a school that has cricket equipment. Exposing students to a variety of activities increases the options from which they may choose during their leisure time.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p> 
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## GRADE 8 – TYPES OF GYMNASTICS

*Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.*

The following are selected examples of Grade 8 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A8-3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance	<ul style="list-style-type: none"> <li>Create a movement sequence with a partner, showing contrasting balances at different levels. Include two different rolls and two jumps in the sequence.</li> </ul>
A8-12 select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic	<ul style="list-style-type: none"> <li>Create sequences, with or without music, that use small objects, such as hoops, balls, clubs or ribbons, and that incorporate specific gymnastic skills.</li> </ul>



Benefits Health

B8-5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity	<ul style="list-style-type: none"> <li>Discuss the types of performance-enhancing substances that are common in gymnastics; e.g., steroids to increase strength and birth control pills to delay menarche, and discuss the negative side effects. Role play scenarios to convince users of dangers.</li> </ul>
B8-7 monitor, analyze and assess fitness changes as a result of physical activity	<ul style="list-style-type: none"> <li>Discuss how gymnastic skills can enhance many fitness components, such as strength and flexibility, and select and engage in exercises for each component.</li> </ul>



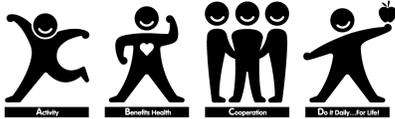
Cooperation

C8-3 demonstrate etiquette and fair play	<ul style="list-style-type: none"> <li>Participate in an educational gymnastics routine with a partner. Perform the routine, using balls, ribbons, hoops or ropes to demonstrate an exchange and interplay with the partner and equipment; e.g., perform a forward roll through a hoop, perform a forward roll with a ball.</li> </ul>
C8-6 identify and demonstrate positive behaviours that show respect for self and others	<ul style="list-style-type: none"> <li>Develop gymnastics sequences collaboratively with a partner to create various balance patterns.</li> </ul>



Do it Daily...For Life!

D8-4 design and perform warm-up and cool-down activities	<ul style="list-style-type: none"> <li>As a class, decide on warm-up and cool-down activities that establish safety procedures related to equipment use, set-up, take-down and emergency situations.</li> </ul>
D8-9 analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers	<ul style="list-style-type: none"> <li>Discuss how developing total body strength and body control through gymnastics activity helps in everyday life; e.g., knowing how to land and roll out of a fall safely, being strong enough to climb out of a window in case of a fire.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																
<p><b>Selected Specific Outcomes</b></p> <p>A8-3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance</p> <p>C8-6 identify and demonstrate positive behaviours that show respect for self and others</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• includes a minimum of two pyramids</li> <li>• includes a minimum of a one-point balance, two-point balance, three-point balance</li> <li>• includes a minimum of three different types of locomotion</li> <li>• includes a minimum of three different types of nonlocomotion</li> <li>• demonstrates evidence of mirroring, following or opposites</li> <li>• demonstrates different levels—high, medium, low</li> <li>• includes all group members</li> <li>• includes music and costumes to enhance the routine</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Students develop, practise and demonstrate a gymnastics routine to satisfy the criteria above.</p> <p><b>Evaluation Strategies</b></p> <p>Rubric (Cooperation)</p> <table border="1" data-bbox="228 1150 1034 1528"> <thead> <tr> <th>4 Excellent</th> <th>3 Proficient</th> <th>2 Adequate</th> <th>1 Limited</th> </tr> </thead> <tbody> <tr> <td>group members consistently focus on task within timelines</td> <td>group members frequently focus on task within timelines</td> <td>group members occasionally focus on task within timelines</td> <td>group members rarely, if ever, focus on task within timelines</td> </tr> <tr> <td>respect for others' ideas is consistently evident</td> <td>respect for others' ideas is frequently evident</td> <td>respect for others' ideas is occasionally evident</td> <td>little or no respect for others' ideas</td> </tr> <tr> <td>conflicts or disagreements are dealt with constructively</td> <td>conflicts or disagreements are dealt with</td> <td>conflicts or disagreements are occasionally dealt with</td> <td>conflicts or disagreements are ignored</td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <ul style="list-style-type: none"> <li>• Routine is presented to the class during intramurals, and prizes are given.</li> <li>• A group mark is given.</li> <li>• Results of individual rubric are given.</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>• Student is able to identify and demonstrate positive behaviours that show respect for self and others.</li> </ul>	4 Excellent	3 Proficient	2 Adequate	1 Limited	group members consistently focus on task within timelines	group members frequently focus on task within timelines	group members occasionally focus on task within timelines	group members rarely, if ever, focus on task within timelines	respect for others' ideas is consistently evident	respect for others' ideas is frequently evident	respect for others' ideas is occasionally evident	little or no respect for others' ideas	conflicts or disagreements are dealt with constructively	conflicts or disagreements are dealt with	conflicts or disagreements are occasionally dealt with	conflicts or disagreements are ignored	<p>Rhythmic gymnastics is an excellent way to combine manipulative skills with the traditional locomotor and nonlocomotor skills. Such equipment as balls, hoops, ribbons and beanbags can be integrated into the gymnastics program to create sequences that combine skills from the three basic skills categories; e.g., locomotor, nonlocomotor and manipulative. Teachers can also use other types of gymnastics to enhance movement competence, positive interaction, health benefits and personal responsibility.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p>  <p>The image shows four stick figures in a row, each with a different pose. Below each figure is a small black box with white text: 'Activity', 'Benefits/Health', 'Cooperation', and 'Do It Daily, For Life!'.</p>
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## GRADE 8 – INDIVIDUAL ACTIVITIES

*Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.*

The following are selected examples of Grade 8 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A8-2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance	<ul style="list-style-type: none"> <li>Plan and lead aerobic activities, combining locomotor and nonlocomotor skills, with or without music.</li> </ul>
A8-6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance	<ul style="list-style-type: none"> <li>Practise various throwing activities, using specific criteria and peer review skills.</li> </ul>
A8-13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g., wrestling	<ul style="list-style-type: none"> <li>Use stations to practise track and field events. Move from station to station and record personal assessments and comments.</li> </ul>



Benefits Health

B8-2 demonstrate and monitor ways to achieve a personal functional level of physical fitness	<ul style="list-style-type: none"> <li>Participate in weight bearing activities; e.g., using soup cans or resistance tubing, as a way to increase flexibility and strength. Monitor and measure flexibility and strength progress over a period of time.</li> </ul>
B8-3 explain fitness components and principles of training, and formulate individual plans for personal physical fitness	<ul style="list-style-type: none"> <li>Assess and record individual fitness levels in a portfolio. Plan a training program, set and modify goals, and reflect on results.</li> </ul>
B8-8 describe and perform appropriate physical activities for personal stress management and relaxation	<ul style="list-style-type: none"> <li>Perform various stress management and relaxation exercises after receiving instruction from qualified instructors in the community; e.g., yoga.</li> </ul>



Cooperation

C8-2 discuss positive active living role models	<ul style="list-style-type: none"> <li>Identify and discuss the positive attributes of local citizens, of varying ages, who are still active; e.g., doctor who jogs, school secretary who cycles.</li> </ul>
C8-3 demonstrate etiquette and fair play	<ul style="list-style-type: none"> <li>Discuss rules, safety considerations and etiquette appropriate for specific activities, such as velodrome cycling or returning a shot after putting (shot-put).</li> </ul>



Do it Daily...For Life!

D8-6 monitor, revise and refine personal goals based on interests and abilities	<ul style="list-style-type: none"> <li>Invite local athletes or active living role models to discuss how they use goals to increase their personal performance. Set individual goals and think of ways to reach them.</li> </ul>
D8-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group	<ul style="list-style-type: none"> <li>Choose a track and field event. Then develop a training program to increase performance and reach personal goals in this event.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																																																																																				
<p><b>Selected Specific Outcomes</b></p> <p>A8-13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g., wrestling</p> <p>D8-3 select and apply rules, routines and procedures for safety in a variety of activities</p> <p>D8-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Sprint <ul style="list-style-type: none"> <li>– see checklist below</li> </ul> </li> <li>• Long Jump <ul style="list-style-type: none"> <li>– see checklist below</li> </ul> </li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Track and Field—Throughout this activity, assist students in developing their skills in the areas of running and jumping. Students set goals related to this activity.</p> <p><b>Evaluation Strategies</b></p> <p>Checklist (Peer Evaluation)</p> <table border="1" data-bbox="219 1066 1052 1585"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="2">1<sup>st</sup> Observation</th> <th colspan="2">2<sup>nd</sup> Observation</th> </tr> <tr> <th>Working to Achieve</th> <th>Has Achieved</th> <th>Working to Achieve</th> <th>Has Achieved</th> </tr> </thead> <tbody> <tr> <td>Sprint</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Arms bent 90 degrees</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Hands to nose</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Elbow back to get knee lift</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Pawing action of foot</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Driving action of back leg</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Runs tall without forward lean</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Long Jump</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Approach uses sprint criteria</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Active foot—pawing action of foot</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Knee drive like the A's drill</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Thigh parallel to ground</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Lower leg hangs straight down</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Good extension off the ground</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Pause—drives knees up and holds in position</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>• Give results of peer evaluation.</li> <li>• Give peers feedback to help them improve their skills.</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a mature understanding of the proper technique in sprinting and jumping.</li> </ul>	Criteria	1 <sup>st</sup> Observation		2 <sup>nd</sup> Observation		Working to Achieve	Has Achieved	Working to Achieve	Has Achieved	Sprint					• Arms bent 90 degrees					• Hands to nose					• Elbow back to get knee lift					• Pawing action of foot					• Driving action of back leg					• Runs tall without forward lean					Long Jump					• Approach uses sprint criteria					• Active foot—pawing action of foot					• Knee drive like the A's drill					• Thigh parallel to ground					• Lower leg hangs straight down					• Good extension off the ground					• Pause—drives knees up and holds in position					<p>Various elements of fitness and personal assessment can be introduced by designing an outdoor circuit with a number of stations set around a jogging course. At each station, students choose from a number of different exercises that vary in difficulty and then jog to the next station. Students are encouraged to select those activities that will challenge their abilities. Heart rate checks can also be integrated throughout the circuit. The circuit itself does not have to be an elaborate design, but should be appropriate for the students in the class. Students should be active participants in helping design, set up and maintain the circuit. Participants should be encouraged to improve upon their personal performance and attempt more challenging activities each time they go through the circuit.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p> 
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