

# Grade 7 and 8 Physical Education Syllabus

Mr. Bassett-Spiers, Mr. Bozzo, Ms. Hann and Mr. Rodier  
Glenview Senior Public School  
Fall/Winter 2018-2019

## Overview

Welcome to the Physical Education Department at Glenview. We offer a program that combines skill development and game-play to emphasize the idea of playing games for understanding and developing a sense of personal success and fitness awareness. To do this we will be looking to encourage students to develop fundamental movement skills in combination with interpersonal skills.

Students will have the opportunity to explore movement skills related to a variety of sports, with an emphasis on:

- throwing, passing and catching an object by sending it towards a target or a partner
- applying locomotion and stability skills
- shooting an object at a target for distance and accuracy

Students will also be expected to work on developing appropriate interpersonal skills in order to:

- foster communication between themselves and others while engaged in physical activities
- help employ passing strategies against defenders
- encourage others to actively engage in games

## Active Participation

Everyone is expected to participate as fully as possible in the program. Bringing a positive attitude and a willingness to take part in a wide range of physical activities helps to promote a culture of co-operation and improves the experience for everyone.

Students are expected to:

- arrive on time and prepared for class in the full gym uniform (shorts and shirt) and appropriate footwear as student preparedness will have an impact on overall evaluation
- assessing personal fitness levels by comparing ongoing performance on a variety of tasks oriented to explore endurance and flexibility
- transferring appropriate interpersonal skills to a variety of physical activities and games, such as etiquette, cooperation and respectful behavior
- participate vigorously in all aspects of the program and use fair play in games and activities.

## Valuables

As students are not allowed to wear any jewelry during Physical Education classes, they are encouraged not to bring any valuables to gym class. We recommend that they leave items of value at home or in their locker on scheduled P.E. days.

## Assessment and Evaluation

Assessment in Physical Education classes will cover a combination of sport specific skills, a demonstrated understanding of game play strategies and the effective use of interpersonal skills to successfully play games. Fundamental movement skills, related to specific sports played throughout the year, will be broken down, explained and demonstrated in order to promote proper techniques. Opportunities to review and practice these specific skills (e.g., throwing a ball for distance to a target) will be further supported with on-going descriptive feedback to assist improvement and success. Game play will be supported with discussions of game rules, demonstrations of strategies for working effectively as a team and opportunities to play that encourage effective communication. Rubrics, Success Criteria, performance criteria, checklists and descriptive feedback will serve as reminders and guide students as they progress through the program. Finally, summative assessment based on the four areas of the achievement chart (Knowledge, Thinking, Communication and Application) will be used to determine student levels of success (Levels 1, 2, 3 or 4). A percentage mark at the end of each term will determine the students' MOST CONSISTENT and MORE RECENT achievement.

## **Class Schedule**

(Please note the schedule is subject to change)

### **Term 1**

#### Cooperative Games Unit

Low organization Physical Education engagement (i.e., tag based or follow the leader) and other physical fitness activities such as music based warm ups.  
Team Games and Relays

#### Running for varied distances and time

Developing an awareness of cardio vascular and muscle health  
Warm up, cool down and stretching techniques

#### European Handball with basic skills taught to include

Passing and receiving, from the pivot and on the run  
Evasive movement to create passing opportunities  
Communication skills to improve team-play

#### Lacrosse with basic skills taught to include:

Scooping the ball, from static and in motion positions  
Cradling and running with the ball, avoiding other players  
Catching with the Lacrosse Racket, into a cradling position  
Throwing the ball using the racket to a target or a partner

#### Basketball with basic skills taught to include:

Dribbling the ball, passing: Chest, bounce and Overhead passes.  
Set shot and jump shot, lay-up  
Some basic team play strategies

#### Fitness Stations

#### Quidditch with basic skills taught to include:

One handed passing and receiving  
Evasive movement to create passing opportunities  
Communication skills to improve team-play

#### Tchoukball:

Basic passing skills and receiving skills  
Game play and communication strategies for offense and defence for omni-directional play

## Term 2

Volleyball with basic skills to include:

- Bump and volley passes
- Serving - Underhand and Overhand
- Game Play: Court Positions and proper rotation

Floor Hockey or Ringette

- Stick work
- Passing and shooting
- Game Play: rules and strategy

Ultimate

- Basic passing skills with a disc, (left and right side passing)
- Offensive and defensive strategies to improve team-play

Soccer with basic skills taught to include:

- Ball control (dribbling around a target area with control)
- Passing to a partner for accuracy
- Shooting on net for accuracy
- Team play; rules and strategy

Rugby or Football

- Throwing (gripping of ball) and Catching
- Reach out to meet ball and absorbs ball
- Application Strategies – Offensive (fake to delude opponent)  
and Defensive (mirroring to stay with opponent)

# Grade 7 and 8 Dance Syllabus

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## Overview

Welcome to the Dance program at Glenview! The students will partake in lessons that encourage exploration, improvisation, and experimentation in creation. We offer a program that combines physical movement and expressive movement skill development as a means towards developing an understanding of physical literacy by exploring movement in relation to the 5 Key Elements of Dance; Body, Energy, Relationships, Space and Timing. The aim of this program is to help students develop the knowledge and skills that will enable them to appreciate artistic expression and participate creatively in the arts.

Students will have the opportunity to explore movement skills related to a variety of dancing styles, with an emphasis on:

- sharing ideas in order to create original dance sequences that communicate their feelings, ideas, and understanding
- perform a variety of locomotor movements in different directions, speeds and pathways in response to music
- participate actively while demonstrating creative movements
- use relationship and social skills and interact positively with others when sharing space and creating a sequence
- apply a variety of tactical solutions to increase chances of success as they learn and perform a choreographed dance (moving as an individual, with a partner or as part of a larger group)

## Active Participation

Everyone is expected to participate as fully as possible in the program. Bringing a positive attitude and a willingness to take part in a wide range of dance styles and activities helps to promote a culture of co-operation and improves the experience for everyone.

Students are expected to:

- arrive on time and prepared for class in Phys. Ed uniform and appropriate footwear that allow for free movement (closed toe shoes - sneakers)
- use appropriate interpersonal skills ( such as etiquette, cooperation and respectful behavior) in order to participate in all aspects of the program, whether learning new steps or planning an original sequence of steps

## Valuables

Students are encouraged not to bring any valuables to dance class. We recommend that they leave items that could get snagged or caught on a partner at home or in their locker on scheduled Dance days.

## Assessment and Evaluation

Assessment in Dance will cover a combination of movement skills, a demonstrated ability to engage both actively and effectively during lessons and the effective use of interpersonal skills to successfully work with others on performance pieces. Fundamental movement skills, related to stability and motion direction, will be broken down, explained and demonstrated in order to promote proper and safe step techniques. Opportunities to review and practice specific steps (e.g., the movement sequences in the Flash Mob dance) will be further supported with on-going descriptive feedback to assist improvement and success. Rubrics, Success Criteria, performance criteria, checklists and descriptive feedback will serve as reminders and guide students as they progress through the program. Finally, summative assessment based on the four areas of the achievement chart (Knowledge, Thinking/planning, Communication and Application) will be used to determine student levels of success (Levels 1, 2, 3 or 4). A percentage mark at the end of each term will determine the students' MOST CONSISTENT and MORE RECENT achievement.

## Class Schedule

(Please note the schedule is subject to change)

### Dance Units

Basic skills and knowledge taught include:

Familiarize students with the Elements of Dance

Learn the steps to and perform a "Flash Mob" style dance

Learn the steps to and perform dances from the 70's

Learn how to dance a variety of cultural dances

Explore various collaborative creation models and strategies for creating dances (i.e., movement phrase; parameters/dance recipe)

Expressive Dance Unit

Students will collaborate and work through the creative process using dance to learn about and to communicate a message about a topic

Discussion of Dances as they relate to cultural groups, times and places

