

Physical Education & Health 7/8 Course Outline

2025-2026

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Program Vision

The physical education program is guided by the vision that students have the opportunity to participate in multiple activities across a range of domains to develop physical literacy. The goal of physical literacy is to develop the body of knowledge in physical education across the cognitive, psychomotor and affective domains of learning while fostering a passion for physical activity as a whole. Diverse learning experiences within the Physical Education program will provide students with multiple opportunities to explore a variety of activities and games that will encourage students to take responsibility in their learning and become active participants for life. Student learning will be guided by the Alberta Education Program of Studies general outcomes; Activity, Benefits Health, Cooperation and Do it daily for life.

The Health and Life Skills program is meant to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. This includes discussing and exploring wellness choices, relationship choices, and life learning choices. Sexual education will also be covered and a permission form will be sent home closer to the date of instruction.

Program Instruction/Delivery:

Delivery of the Physical Education 7/8 program will be rooted in the belief that students learn best through action and experience. Students will be provided with multiple opportunities to learn and practice skills across a variety of activities and games. Students will work collaboratively to enhance their learning both individually and as part of a team. The base framework that the instruction will stem from is the Teaching Games for Understanding (TGfU) model of learning. This framework places emphasis on student involvement in learning as well as using games and activities as the learning tool.

Required Materials:

Students will require for all classes:

- Appropriate change of gym attire (shorts/sweatpants, t-shirt)
- Clean indoor running shoes with non-marking soles
- In-class health lessons will occur at an irregular basis and students will be informed prior and will only require a basic binder, pencil, and pens.

★ Students who do not bring appropriate gym attire to class will be given a grade of zero for the day

Units/Activities

Students will see a large variety of activities over the course of the year. This non-exhaustive list is in no particular order and includes activities that MAY be explored with time permitting. Miss. Ames will make changes when necessary.

- Basketball
- Pickleball
- Tchoukball/Handball
- Badminton
- Dodge Games
- Volleyball
- Fitness
- Alternative Games/Invasion Games
- Spikeball
- Ultimate Frisbee
- Flag Football
- Dance
- Track and Field

Assessment in Physical Education:

Student success will be determined using different strategies in Physical Education 7/8. Feedback will be given verbally throughout activities/units. Students can then use this feedback to enhance their performance and summative assessments. A summative assessment will be conducted throughout the course to allow students to demonstrate their understanding and skills in a specific activity(s). This provides feedback about how well a student has met Alberta Education Curriculum objectives/outcomes at the time.

Course Assessment:

- Daily Grade 30%
- Outcome-Based Assessment 40%
- Health Assessments 30%

Assessment Breakdown

I. Daily Grade

- Students will be assessed daily over the term (grades awarded from 0-4)

4	<ul style="list-style-type: none">- Student was involved in all activities and participated to best of their ability- Student displayed a positive attitude towards activities and classmates- Demonstrates a leadership attitude
3	<ul style="list-style-type: none">- Participates in all activities- Demonstrates a positive attitude
2	<ul style="list-style-type: none">- Participates for only parts of the class/must be encouraged to participate- Has occasional poor attitude towards activities and/or classmates

1	- Displays negative attitude and/or participates very little
0	- Does not participate or absent (see teacher about absences)

***To achieve 4/4 students must come to class with appropriate gym change**

II. Outcome-Based Assessment

- A. Students will also be assessed directly on curricular outcomes from Alberta Education Program of Studies
- B. Student assessment will be both formative and summative (involving teacher assessment, peer assessment, self-assessment etc.)

III. Health Assessments

Health assessments include but are not limited to: class discussions, research projects, films, presentations, and other assessments aimed at allowing students to learn, explore, and demonstrate an understanding of the Health and Life Skills Program of Studies.

Reassessment Policy

General Assessment Statement

Assessments are critical to guiding teaching and learning. Summative assessments are shared/returned with students to provide feedback on their learning. However, when a student does not complete an assessment, for security, that assessment cannot be shared or returned to the other students. This delays feedback to other students and creates inconsistencies in forwarding learning opportunities.

All assessments must be completed in a timely manner to support the learning for all students.

The purpose of reassessment is to allow a student to remove an uncharacteristic grade.

Individual reassessments will only be granted in extenuating circumstances.

To qualify for a reassessment, the following requirements must be met:

1. You must show evidence of preparing for the original assessment

a. For example:

i. Completion of all formative and summative assessments

(assignments/quizzes/projects).

ii. Completion of practice questions/formative assessments

iii. Actively engaged in lessons/class/learning activities, and effective use of class time.

2. You must review the assessment and receive feedback in order to establish an understanding of your grade.

a. For example:

i. A student/teacher conference

ii. Post assessment self-reflection

3. You must provide evidence of enhanced learning of the outcomes.
 - a. For Example:
 - i. Completion of teacher tutorial sessions
 - ii. Completion of additional practice materials
 - iii. Exam Analysis - identifying errors/common mistakes/distractors
4. You must arrange to meet for reassessment in a timely manner.
5. The reassessment may be in an alternative form than the original assessment, but will assess the same outcome(s) from the programs of study.

Success and Student Expectations

- Students absent multiple times throughout the term may be required to complete alternative assignments to make up the curricular outcomes OR may need to discuss the absences with the Principal
- Any student(s) who roughhouse, misuse/disrespect equipment, or fail to follow instructions during class may be asked to leave. The student may be required to make up the curricular outcome in another way (report, research etc.)
- If you are struggling with concepts in class, please arrange to see me to discuss the issues.
- All students will have a pair of clean and dry athletic shoes with non-marking soles.
- All students will change into shorts, sweats or track pants and a loose fitting t-shirt. This attire WILL NOT consist of the same clothing that was worn to school.
- Hats, jewelry, watches and all electronic devices will be left in the students' lockers or change rooms while students are inside the gymnasiums or fitness room. (It is the students' responsibility to keep these items secure in their personal lockers, teachers and the school are not responsible for lost or stolen items.)
- Students will be given 5 minutes at the beginning of class to change into their gym clothes, after this time students will be considered late. Likewise, students will be given approximately 5-10 minutes to change at the end of each class to change back into their original clothes. Students who leave early will be marked absent.