

Our Language, Our Story: Curriculum Connections

Division: Intermediate

**Subject: Health & Physical
Education**

Strand: Active Participation

Overall Expectations

Grade 7	Grade 8
<p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> • participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., power walking, hiking); • identify the benefits of each component of physical fitness (e.g., cardio respiratory fitness – healthy heart and lungs); • apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict resolution techniques) in physical activities (e.g., games, gymnastics, dance, music, outdoor pursuits); • transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities; • follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for their own safety. 	<p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> • participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., aerobics to music); • apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict resolution techniques) in physical activities (e.g., games, gymnastics, dance, outdoor pursuits); • transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities; • follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for personal safety.

Virtues and Themes: Possible Connections

<p>Theological Virtue: Love The theological virtue of love transforms our will with a disposition to love God above all things and to love others as God loves them.</p>	<p>Physical education is a wonderful training ground for practicing love of God and neighbour. Becoming physically fit will better enable us to help others as God calls us throughout life. The same is true with the living skills and interpersonal skills we develop and put to use in our activities with one another. Engaging in safe and fair play is a concrete expression of our love for our neighbour and for God, who gives us the gift of each person around us.</p>
<p>Cardinal Virtue: Prudence Prudence has three steps: seeking the proper, most loving thing to do; judging what is the best choice; and confidently acting.</p>	<p>Prudence is an important part of healthy, active participation. We must learn how to play safely by the rules so that we can make good, loving decisions about playing fairly and cooperatively, and then have fun!</p>
<p>Catholic Character Theme: Community When the friendship, love and kindness of Jesus are present in our schools, then we are truly living as a community.</p>	<p>All of us belong to one another in Christ. Participation in physical activity helps us realize that we are not isolated individuals; we are part of a community. The interpersonal skills we develop and decisions we make impact others around us. Good skill development, safe and cooperative play are all concrete ways we can use our talents to lift others up in love, and strengthen our bonds as community.</p>
<p>Catholic Character Theme: Discipleship Discipleship is about following Jesus and striving to live his Gospel. We find discipleship wherever we see the Kingdom's love, justice, friendship and prayer in our Catholic schools.</p>	<p>Fair play is a constant theme during active games. Participating justly, in friendship and love is an interpersonal skill that is developed on a daily basis among peers. Try playing a game, such as basketball, badminton or volleyball without a referee. Explain that we are called to be disciples of Jesus and that a disciple strives to live the Gospel in every action he or she makes. Players must play with love, justice and friendship because they are disciples of Jesus, not because they are being watched by a referee.</p>

Support Resources

Journey Activities

Grade 7	Grade 8
<p>CGE 4e – Catholic Graduate Expectation A self-directed, responsible, life long learner: sets appropriate goals and priorities in school, work, and personal life.</p> <p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop long and short-term goals to improve fitness levels over a one-week, one month, and one year term. <input type="checkbox"/> Participate in a variety of physical activities individually, with a partner, and as a family that will improve fitness. <input type="checkbox"/> Conduct a fitness test to determine specific areas for improvement and develop a plan that will improve physical fitness based on their results. <input type="checkbox"/> Plan and track a one-week period and identify the time spent on different activities (e.g., being active, at school, watching t.v.) <input type="checkbox"/> Set long and short-term goals based on the results (from the above activity) to improve healthier routines and activities. <input type="checkbox"/> Identify the benefits to being physically active alone and with others. 	<p>CGE 4h – Catholic Graduate Expectation A self-directed, responsible, life long learner: participates in leisure and fitness activities for a balanced and healthy lifestyle.</p> <p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in a variety of leisure and fitness activities at home and at school that will lead to life long participation. <input type="checkbox"/> Keep a log of leisure and fitness activities and set goals that promote a balanced and healthy lifestyle. <input type="checkbox"/> Identify specific activities that students would like to participate in and the specific skills and movements needed to participate in that activity. <input type="checkbox"/> Identify activities that can be done alone, with a friend, and with family and develop a plan that incorporates a balance of these activities.

Curriculum Frameworks

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

Grade 6-7	Grade 7
<p>Framework 1. Theme: Love and Justice Framework 2. Theme: Stewardship for Creation Framework 3. Theme: Peace Framework 4. Theme: Dignity of the Human Person Framework 5. Theme: Mystery, Wonder and Awe Framework 6. Theme: Hope</p>	<p>Framework 1. Theme: Dignity of the Human Person Framework 2. Theme: Faith Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Community and the Common Good Framework 6. Theme: Rights and Responsibilities</p>
Grade 7-8	Grade 8
<p>Framework 1. Theme: Faith Framework 2. Theme: Dignity of the Human Person Framework 3. Theme: Hope Framework 4. Theme: Community and the Common Good Framework 5. Theme: Mystery, Wonder and Awe Framework 6. Theme: Love and Justice</p>	<p>Framework 2. Theme: Community and the Common Good Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Hope Framework 5. Theme: Dignity of the Human Person Framework 6. Theme: Peace</p>

Curriculum Support for Catholic Schools

<http://www.eoccc.org/csfc>

<p>Catholic Theme: <i>Human Rights and Responsibilities</i> http://www.eoccc.org/csfc/themes/humanrights.html</p>	<p>Anchor Concept: <i>Interdependence</i> http://www.eoccc.org/csfc/concepts/ainterdependence.html</p>
<p>Catholic Theme: <i>Love and Justice</i> http://www.eoccc.org/csfc/themes/lovejustice.html Anchor Concept: <i>Community</i> http://www.eoccc.org/csfc/concepts/acommunity.html Anchor Concept: <i>Vocation</i> http://www.eoccc.org/csfc/concepts/avocation.html</p>	<p>Anchor Concept: <i>Justice</i> http://www.eoccc.org/csfc/concepts/ajustice.html Anchor Concept: <i>Lifestyle</i> http://www.eoccc.org/csfc/concepts/alifestyle.html</p>