

# GRADE 8

## HEALTH, CAREER DEVELOPMENT, P.E. CURRICULUM PACKAGE

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*Creating  
Futures*



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## **Dene Kede**

Dene Kede, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. Dene Kede was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within Dene Kede shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds*.

## DENE KEDE GRADE 8

### Strong Like Two People:

**Module Purpose:** to motivate student to pursue educational goals which include learning in Dene and non-Dene cultures

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Education in both cultures creates a person who is "Strong Like Two People".	
Explain ways that education in both cultures creates a person who is "Strong Like Two People".	<ul style="list-style-type: none"> <li>• Demonstrate understanding of how academic and cultural education creates a person who is Strong Like Two People.               <ul style="list-style-type: none"> <li>○ S/he can operate in and enjoy both cultures.</li> <li>○ S/he has the trust of both cultures and can help the two to understand each other.</li> <li>○ S/he will be able to make positive choices from both cultures.</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Being "Strong Like Two People" will provide more opportunities for the student.	
Describe how being "Strong Like Two People" will provide more opportunities for the student.	<ul style="list-style-type: none"> <li>• Explain opportunities that might include:               <ul style="list-style-type: none"> <li>○ Occupational choices and higher standards of living</li> <li>○ Prestige</li> <li>○ Gain knowledge and therefore influence</li> <li>○ Ability to help Dene in complex areas of economic and political development</li> <li>○ Ability to learn and experience the world</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Attitudes for becoming "Strong Like Two People"	
Identify attitudes for becoming "Strong Like Two People"	<ul style="list-style-type: none"> <li>• Explain benefit of attitudes such as:               <ul style="list-style-type: none"> <li>○ Setting academic and cultural goals</li> <li>○ Seeking learning experiences and support</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Strategies for goal setting	
Identify various strategies for goal setting	<ul style="list-style-type: none"> <li>• Visualize self in five years as a young adult</li> <li>• Assess personal strengths and weaknesses that will help or hinder in reaching long-term goals</li> <li>• Identify year-end goals</li> <li>• Identify what must be done to reach goals</li> <li>• Identify people to help them reach their goals</li> <li>• Identify shorter-term goals</li> </ul>
<b>Hunting Camp</b>	
<b>Module Purpose:</b> to give students the knowledge and understandings related to a spring or fall hunting camp and to give them the experience of a fall hunting camp.	
<b>Major Cultural Understanding:</b> Dene knowledge of the hunting area is important to hunting success and safety.	
Explain ways in which Dene knowledge of the hunting area is important to hunting success and safety.	<ul style="list-style-type: none"> <li>• Describe route landmarks and Dene names</li> <li>• Identify geographical features, landmarks and spiritual site in the area</li> <li>• Identify potentially dangerous areas</li> <li>• Explain importance of historical land use information</li> <li>• Identify seasonal uses of area by community</li> </ul>
<b>Major Cultural Understanding:</b> Dene knowledge of game is important for hunting success.	
Describe how Dene knowledge of game is important for hunting success.	<ul style="list-style-type: none"> <li>• Identify small game found at hunting location</li> <li>• Identify small game and caribou habitat, life cycles and habits (Note: Caribou are to be studied only if people in the community hunt them. This can be substituted with any other large game hunted in the fall or spring.)</li> <li>• Describe hunting techniques based on knowledge of game</li> <li>• Identify other resources in the area used by the community</li> </ul>

## DENE KEDE GRADE 8

### Hunting Camp

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Attitudes related to camping and hunting	
Explain significance of attitudes related to camping and hunting	<ul style="list-style-type: none"> <li>• Explain importance of showing respect toward others and the land</li> <li>• Ways to learn in unfamiliar situations</li> <li>• Demonstrate taking responsibility and leadership in doing camp chores</li> <li>• Demonstrate following leadership of the hunt leader during the hunt</li> <li>• Demonstrate patience and determination</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to land travel and camping	
Demonstrate skills related to land travel and camping	<ul style="list-style-type: none"> <li>• Demonstrate setting up and maintaining a camp</li> <li>• Demonstrate using a map for travel</li> <li>• Demonstrate computing travel distances using a map</li> <li>• Demonstrate canoe handling</li> <li>• Demonstrate using direction indicators</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to hunting	
Demonstrate skills related to hunting	<ul style="list-style-type: none"> <li>• Illustrate how to predict weather</li> <li>• Demonstrate skills of: tracking, pursuing and shooting game</li> <li>• Demonstrate the making of stretchers or other equipment required for small game</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to Dene laws	
Explain/demonstrate various skills related to Dene laws	<ul style="list-style-type: none"> <li>• Ways of honouring water, land and fire</li> <li>• Illustrate handling game and equipment with respect</li> <li>• Describe reasons for hunting only as much as can be used and using as much of the parts as possible</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to land and water safety and survival	
Explain/demonstrate skills related to land and water safety and survival	<ul style="list-style-type: none"> <li>• Explain ways of making shelter: moss huts with smoke fire, spruce bark</li> <li>• Describe how to make a shelter with pitch and roots and poles, spruce bough shelters</li> <li>• Explain first aid for burns, cuts and broken bones review</li> <li>• Demonstrate and/or describe practice of gun safety</li> <li>• Explain ways of finding direction using stars and wind and sun</li> <li>• Illustrate using ingenuity "when tools are not available</li> <li>• Describe/demonstrate how to make basic repairs to small engines</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to handling hunting and camping equipment and supplies	
Explain/demonstrate skills related to handling hunting and camping equipment and supplies	<ul style="list-style-type: none"> <li>• Explain ways of gathering hunting equipment and basic camping supplies</li> <li>• Explain ways of packing for efficiency</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to handling game	
Explain/demonstrate skills related to handling game	<ul style="list-style-type: none"> <li>• Explain ways of:               <ul style="list-style-type: none"> <li>○ Cleaning and butchering</li> <li>○ Making caches</li> <li>○ Smoking meat or making drymeat</li> <li>○ Cooking meat on a campfire</li> <li>○ Packing meat</li> </ul> </li> </ul>

## DENE KEDE GRADE 8

### Birchbark Canoes

**Module Purpose:** to give students an awareness and appreciation of the science and technology behind the Dene birchbark canoes, an understanding of the historical importance of the canoe, and experience with working with land materials in a Dene way

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> The birch bark canoe is an example of the sophistication of traditional Dene technology.	
Explain ways in which the birch bark canoe is an example of the sophistication of traditional Dene technology.	<ul style="list-style-type: none"> <li>• Describe the scientific and technological principles of structure and materials used for:               <ul style="list-style-type: none"> <li>○ Creating maneuverability and speed for the canoe</li> <li>○ Creating canoe durability</li> <li>○ Creating ability of canoe to bear weight</li> <li>○ The scientific principles involved in:                   <ul style="list-style-type: none"> <li>○ Slipstreaming</li> </ul> </li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Canoes were a very important part of Dene history and culture.	
Identify how canoes were a very important part of Dene history and culture.	<ul style="list-style-type: none"> <li>• Provide details regarding how canoes were a part of history and culture of the Dene in the following ways:               <ul style="list-style-type: none"> <li>○ Uses of birch bark vs. Spruce vs. Moose hide canoes by</li> <li>○ Various tribes and in various seasons</li> <li>○ Caribou hunting</li> <li>○ Fishing</li> <li>○ Muskrat hunting</li> <li>○ Trading</li> <li>○ Enabled extensive hunting territory during summer</li> <li>○ Months                   <ul style="list-style-type: none"> <li>○ Into the barrens</li> <li>○ Down mountains</li> </ul> </li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Canoe building involved expertise and cooperation.	
Explain ways in which canoe building involved expertise and cooperation.	<ul style="list-style-type: none"> <li>• Describe how Birchbark and moose hide canoes were built involving the efforts of many people working cooperatively together.</li> <li>• Explain reasons why learning how to build the canoes required many years of experience with others more knowledgeable and experienced in the making and using of canoes.</li> <li>• Explain ways in which those who were very skilled at building birchbark or moose skin canoes were highly esteemed people because the canoe designs were the result of generations of Dene experimenting and learning from one another. The knowledge passed down from one to another was very complex and invaluable.</li> </ul>
<b>Major Cultural Understanding:</b> The land was shown respect when taking materials for canoe building.	
Describe way that the land was shown respect when taking materials for canoe building.	<ul style="list-style-type: none"> <li>• Explain how bark was taken from trees in such a way that the trees were not killed.</li> <li>• Describe ways that the land was honoured for the resources it gave 10 enable life.</li> </ul>
<b>Major Cultural Understanding:</b> Skills related to working with wood.	
Describe and/or demonstrate skills related to working with wood.	<ul style="list-style-type: none"> <li>• Describe how to:               <ul style="list-style-type: none"> <li>○ Work with spruce wood, spruce root, birchbark, spruce gum and moss</li> <li>○ Work with wood working tools</li> </ul> </li> <li>• Explain ways in which to achieve wood working while in the bush</li> </ul>

## DENE KEDE GRADE 8

### Birchbark Canoes

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Attitudes related to working with wood.	
Explain positive attitudes related to working with wood.	<ul style="list-style-type: none"> <li>• Describe how to demonstrate respecting and learning from resource people or Elders</li> <li>• Explain value of reflecting on personal talents and interests with respect to new experiences</li> <li>• Demonstrate how to show patience and determination while developing one's woodworking skills</li> </ul>
<b>Leadership</b>	
<b>Module Purpose:</b> to give students an understanding of the meaning of Dene leadership, to provide them with stories of Dene leaders and heroes, and to give them a sense of what Dene leadership mean today.	
<b>Major Cultural Understanding:</b> A traditional Dene leader was one who enabled others to survive.	
Explain how a traditional Dene leader was one who enabled others to survive.	<ul style="list-style-type: none"> <li>• Identify ways in which food and security were provided to those who went with a leader because of the leader's special abilities.</li> </ul>
<b>Major Cultural Understanding:</b> Traditionally, Dene leaders were spiritual leaders.	
Explore and explain how traditionally, Dene leaders were spiritual leaders.	<ul style="list-style-type: none"> <li>• Explain ways in which they lived morally good lives.</li> <li>• Explore and describe how they were prophets with messages to the Dene from the Creator.</li> <li>• Provide details of how they reminded Dene that there was a power greater than them and that they had to be humble in their living.</li> </ul>
<b>Major Cultural Understanding:</b> Traditional Dene leaders had special abilities and attitudes.	
Identify traditional Dene leaders had special abilities and attitudes.	<ul style="list-style-type: none"> <li>• Describe how they led by example rather than by force or persuasion.</li> <li>• Identify how that they were the most capable providers.</li> <li>• Explain ways that they knew the land exceptionally well and were hardworking.</li> <li>• Explore ways that they were often spiritual people possessing medicine powers that they used for the good of the people.</li> <li>• Describe their foresight and planned ahead.</li> <li>• Explain ways in which they demonstrated they were concerned with the welfare of the whole group, rather than simply themselves and their families.</li> <li>• Provide examples of ways they were generous.</li> <li>• Explain how they were humble. They did not brag about their abilities, nor did they abuse their power by imposing their wishes on people.</li> <li>• Describe how they recognized that their leadership was based on the support of others.</li> <li>• Provide examples of how they were often good orators and communicators.</li> </ul>
<b>Major Cultural Understanding:</b> Traditionally, leaders were identified by Elders and led through consensus.	
Explore ways in which traditionally, leaders were identified by Elders and led through consensus.	<ul style="list-style-type: none"> <li>• Explain why people did not compete for leadership nor were there elections.               <ul style="list-style-type: none"> <li>○ Instead, a person became a leader when others chose to follow him or her (traditionally, the leaders were predominantly male) because of his abilities and attitudes.</li> </ul> </li> <li>• Describe the impact of there being no law that said that everyone must follow the same leader. Those who did not wish to follow that person were free to go their own way or to make their own decisions.</li> <li>• Explore ways in which elders and the most experienced were influential deciding who should be chosen as leader. Every person did not have equal influence or power in deciding who to follow.</li> </ul>



## DENE KEDE GRADE 8

### Leadership

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Traditionally, leadership was based on consensus.	
Explain how traditionally, leadership was based on consensus.	<ul style="list-style-type: none"> <li>• Describe how all those who depended upon his leadership chose him freely to be their leader. They gave the leader their full support in carrying out any decision that was made for the group. There was little in the way of fighting. Those who felt strongly in opposition to a leader could go their own way.</li> <li>• Explain how those who dissented were free to speak their minds to the leader. A good leader would hear all voices, especially those of the Elders and find a solution that suited everybody's concerns (consensus decision-making).</li> <li>• Describe how once consensus was reached and a decision made, it was expected that all the people in the group would act responsibly and efficiently in carrying out the decision. To do otherwise threatened the safety of the group.</li> </ul>
<b>Major Cultural Understanding:</b> Traditionally, there were different levels of Dene leadership.	
Identify how traditionally, there were different levels of Dene leadership.	<ul style="list-style-type: none"> <li>• Describe and discuss various levels of Dene Leadership, including:               <ul style="list-style-type: none"> <li>○ The band camp - this was the main group of the Dene in traditional times. Most of their time was spent living within this group (see Grade 7 - Module Four). Often the camps were made up of extended families and friends and followers. The leader of this camp was often a male head of the extended family, a person who displayed all the characteristics of a good leader.</li> <li>○ The tribe – when bands would come together for special annual hunts or celebrations, usually one person was chosen to speak for all of them. This tribal leader would meet with the bandleaders and Elders to make decisions concerning the tribe.</li> <li>○ The hunting group or family camp - Small hunting groups would sometimes go off from the band camp to hunt and live, especially when food was scarce. These groups were usually made up of family, a father perhaps and one or two grown sons with their wives and children. The father or oldest hunter was the leader while they were away from the band.</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Non-Dene forms of selecting leadership have been introduced to the Dene.	
Explain how non-Dene forms of selecting leadership have been introduced to the Dene.	<ul style="list-style-type: none"> <li>• Describe the impact of fur trade on Dene Leadership, those who dealt with the traders in the name of the camp or band became leaders.</li> <li>• Explain how after treaty, elected chief and councilors became official leaders.</li> <li>• Illustrate how/why today, elected mayors and Members of the Legislative Assembly (MLAs) form a part of Dene leadership.</li> </ul>
<b>Major Cultural Understanding:</b> Dene perspectives on leadership are still valued and practiced.	
Describe way in which Dene perspectives on leadership are still valued and practiced.	<ul style="list-style-type: none"> <li>• Provide examples of leaders who are humble and generous and explain why they are preferred.</li> <li>• Identify reasons why leaders are chosen for their skills and abilities in required areas.</li> <li>• Show ways that leaders consult with Elders for guidance.</li> <li>• Explore/discuss ways that support and cooperation are given to chosen leaders.</li> <li>• Show how consensus and negotiation are used in decision-making.</li> <li>• Explore/discuss ways that Dene Elders today use their Dene perspectives and knowledge about the land to help them to make decisions about how the land is to be used.</li> </ul>

## DENE KEDE GRADE 8

### Leadership

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Attitudes that accompany good leadership.	
Explore attitudes that accompany good leadership.	<ul style="list-style-type: none"> <li>• Explain ways in which the following attitudes contribute to good leadership:               <ul style="list-style-type: none"> <li>○ Taking leadership if one has the required abilities and knowledge</li> <li>○ Acknowledging talents in one another</li> <li>○ Having input into choosing leadership and supporting it once chosen</li> <li>○ Being humble, patient and generous</li> <li>○ Leading by example rather than force</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Skills that accompany good leadership.	
Discuss skills that accompany good leadership.	<ul style="list-style-type: none"> <li>• Weigh the value of these various skills on good leadership:               <ul style="list-style-type: none"> <li>○ Communicating needs</li> <li>○ Listening to concerns and voices of others</li> <li>○ Consulting with experienced people for guidance</li> <li>○ Making decisions based on the welfare of the whole rather than selected individuals</li> <li>○ Recognizing that their position is based on the support of others</li> </ul> </li> </ul>
<b>Discovering Our Dene Talents</b>	
<b>Module Purpose:</b> to provide students with the learning attitudes and skills required to further develop their Dene skills	
<b>Major Cultural Understanding:</b> Practice is essential for developing the basic Dene Skills.	
Explain ways in which practice is essential for developing the basic Dene Skills.	<ul style="list-style-type: none"> <li>• Explore and describe ways that various skills are developed with much practice and constant learning:               <ul style="list-style-type: none"> <li>○ Mental attitude is important in being able to develop skills.</li> <li>○ Setting personal goals and being determined to accomplish them.</li> <li>○ Basic skills are often learned by watching and learning from family members.</li> <li>○ Watching others learn and practice can develop skills.</li> </ul> </li> </ul>
<b>Major Cultural Understanding:</b> Developing one's Dene skills gives focus and meaning to life.	
Explore ways in which developing one's Dene skills gives focus and meaning to life.	<ul style="list-style-type: none"> <li>• Describe how the development of Dene skills requires discipline and commitment, which are important to any life endeavour.</li> <li>• Explain ways in which skill development is a lifetime activity.</li> <li>• Describe how sharing and teaching one's skills to others is rewarding.</li> <li>• Identify ways in which one's skills may become one's livelihood.</li> <li>• Explore and describe how developing and sharing Dene skills strengthens the Dene culture.</li> <li>• Identify how one's developed skills may be seen as work done for the Creator.</li> </ul>
<b>Major Cultural Understanding:</b> Development of Dene skills	
Describe the development of Dene skills	<ul style="list-style-type: none"> <li>• Identify impact of developing one's basic Dene skills</li> <li>• Explain ways to explore and experience a wide range of Dene skills</li> </ul>
<b>Major Cultural Understanding:</b> Attitudes helpful in developing basic Dene skills	
Identify attitudes that are helpful in developing basic Dene skills	<ul style="list-style-type: none"> <li>• Identify and justify attitudes that are helpful in developing basic Dene skills, such as:               <ul style="list-style-type: none"> <li>○ Persevering without frustration</li> <li>○ Taking risks that could lead to error and correction</li> <li>○ Making the choice to practice with one's personal time</li> <li>○ Taking opportunities to observe and listen to family and community members as they work on their Dene skills</li> <li>○ Sharing one's work with others so as to learn from one another</li> </ul> </li> </ul>

## DENE KEDE GRADE 8

### Discovering Our Dene Talents

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Major Cultural Understanding:</b> Strategies for developing basic Dene skills	
Explore and describe strategies for developing basic Dene skills	<ul style="list-style-type: none"> <li>• Demonstrate the setting small goals for oneself</li> <li>• Explain the value of promising small rewards for oneself as one makes progress</li> <li>• Describe the value of reminding self that perfection only comes with practice</li> <li>• Describe the value of reminding self of the potential value of the Dene skills one is developing</li> <li>• Describe the value of reminding self of cultural pride and pride in work for the creator</li> </ul>

## HEALTH GRADE 8

### Mental and Emotional Well-Being

**Big Ideas:** relationships, coping skills, suicide prevention

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe ways that people share responsibilities for making groups work	<ul style="list-style-type: none"> <li>• Examine why people form groups</li> <li>• Identify groups in the community to which adults and young people belong</li> <li>• Identify the benefits people derive from these groups</li> <li>• Identify characteristics of effective working groups</li> <li>• Identify the roles and responsibilities of group members</li> </ul>
Describe ways that people can learn to deal effectively with stress in their lives	<ul style="list-style-type: none"> <li>• Define stress</li> <li>• Identify causes of stress</li> <li>• Identify how stress affects the body</li> <li>• Identify specific methods of dealing with stress</li> </ul>
Explore and describe how uncontrolled stress may lead to depression	<ul style="list-style-type: none"> <li>• Define depression</li> <li>• Identify causes of depression</li> <li>• Identify the signals of depression</li> <li>• Identify ways of dealing with depression</li> </ul>
Explore and explain ways in which severe depression may result in suicide	<ul style="list-style-type: none"> <li>• Identify some basic facts relating to suicide</li> <li>• Identify possible indicators of suicide</li> <li>• Identify sources of help in suicide prevention</li> <li>• Identify ways to prevent a suicide attempt</li> </ul>

### Growth and Development

**Big Ideas:** body systems, physical fitness

Describe ways that the skeletal system supports and protects the body and allows for movement	<ul style="list-style-type: none"> <li>• Name and locate the major bones of the skeletal system</li> <li>• Describe the functions of the skeletal system</li> <li>• State the importance of the skeletal system</li> <li>• Identify the types of skeletal joints, their locations and functions</li> <li>• Describe the structures related to a movable joint</li> <li>• Describe common problem conditions related to the skeletal system</li> <li>• Describe ways to care for the skeletal system</li> </ul>
Describe ways that the muscular system supports and protects the body and provides shape	<ul style="list-style-type: none"> <li>• Name and locate the major muscle groups of the muscular system</li> <li>• Describe how the muscular system produces body movements</li> <li>• Describe the functions and importance of the muscular system</li> <li>• Describe common problem conditions and injuries of the muscular system</li> <li>• Describe ways to prevent muscle injury</li> </ul>
Describe ways that physical fitness is essential for optimal health	<ul style="list-style-type: none"> <li>• Identify the components of physical fitness</li> <li>• Describe ways in which each fitness component can be developed</li> <li>• Assess their personal physical fitness levels</li> <li>• Describe the structure of a well-planned physical fitness program</li> <li>• Participate in a well-planned fitness program</li> </ul>

### Family Life

**Big ideas:** families, human development and reproduction, teen decisions, sexually transmitted disease, abuse prevention

Describe ways that there are many different family patterns	<ul style="list-style-type: none"> <li>• Identify family patterns in the community</li> </ul>
Explain ways that interpersonal relationships vary from casual to intimate	<ul style="list-style-type: none"> <li>• Describe types of interpersonal relationships</li> <li>• Identify characteristics that promote the development of relationships</li> </ul>
Identify how reproduction ensures the continuation of new life	<ul style="list-style-type: none"> <li>• Identify the structure and function of the male and female reproductive systems</li> </ul>

## HEALTH GRADE 8

### Family Life

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe how the development and union of reproductive sex cells are significant to the development of new life	<ul style="list-style-type: none"> <li>• Explain the significance of ovulation and sperm development to reproduction</li> </ul>
Explore and explain how assertiveness and abstinence are responsible behaviours for young adolescents	<ul style="list-style-type: none"> <li>• Explain why abstinence is a responsible behaviour for young adolescents</li> <li>• Practise assertive responses to sexual pressure</li> </ul>
Explain ways that individuals can plan the reproduction of new life	<ul style="list-style-type: none"> <li>• Describe some methods of birth control</li> </ul>
Describe ways that sexually transmitted diseases are serious communicable diseases that can be prevented	<ul style="list-style-type: none"> <li>• Identify the causes, characteristics, consequences, treatment and prevention of common sexually transmitted diseases</li> </ul>
Identify many types of violence that may occur within the family	<ul style="list-style-type: none"> <li>• Describe family violence</li> <li>• Identify factors that may lead to family violence</li> <li>• Describe methods of coping with family violence</li> </ul>
Describe how positive lifestyle practices promote health	<ul style="list-style-type: none"> <li>• Identify positive lifestyle practices that promote a young person's healthy sexuality and family relationships</li> <li>• Design a personal program to promote a healthy sexuality and/or family relationships</li> <li>• Evaluate the effectiveness of the program</li> </ul>
<b>Nutrition</b>	
Big Ideas: energy balance, food consumerism, lifestyle	
Describe ways that each person has different energy needs	<ul style="list-style-type: none"> <li>• Define energy, metabolism and kilocalorie</li> <li>• Identify factors that determine our energy needs</li> <li>• Identify the energy used for different activities</li> <li>• Classify foods based on stored energy</li> </ul>
Describe how energy balance is when energy intake equals energy output	<ul style="list-style-type: none"> <li>• Explain how energy balance occurs</li> <li>• Estimate their energy intake and energy output for one day to determine energy balance</li> </ul>
Explain ways that diets can be analyzed to determine their nutritional adequacy and suitability	<ul style="list-style-type: none"> <li>• Evaluate the nutritional effectiveness and suitability of a variety of diets</li> </ul>
Explain how positive nutrition practices promote health and weight control	<ul style="list-style-type: none"> <li>• Identify the importance of weight control</li> <li>• Identify ways of promoting successful weight control</li> </ul>
<b>Dental Health</b>	
Big Ideas: factors affecting dental health, products and services, lifestyle	
Explain how foods eaten affect a person's dental health	<ul style="list-style-type: none"> <li>• Identify go, caution and stop foods related to dental health</li> </ul>
Describe preventive dental procedures by professionals promote dental health	<ul style="list-style-type: none"> <li>• Identify professional preventive procedures that promote dental health</li> </ul>
Explain ways in which dental health products promote dental health	<ul style="list-style-type: none"> <li>• Identify the importance of fluoride in promoting healthy teeth</li> <li>• Identify some common dental health products</li> </ul>
Describe ways that prevention of dental health problems is a personal responsibility	<ul style="list-style-type: none"> <li>• Assess dental and nutritional adequacy of foods consumed in a given time period</li> <li>• Design a personal action plan to promote dental health</li> <li>• Evaluate the effectiveness of the action plan</li> </ul>

## HEALTH GRADE 8

### Safety and First Aid

Big Ideas: outdoor safety, first aid

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe how outdoor survival requires meeting an individual's basic needs	<ul style="list-style-type: none"> <li>• Explain an individual's basic needs in order to survive</li> <li>• Outline basic survival skills</li> <li>• Design a survival kit</li> </ul>
Identify ways that safe boating practices prevent injuries and death	<ul style="list-style-type: none"> <li>• Identify the safety equipment needed for boating</li> <li>• Identify potential hazards and risky behaviours while boating that may result in injury and death</li> <li>• Explain safety practices and boating laws that prevent injuries and death</li> </ul>
Explain how sports safety involves wearing proper equipment and following safety practices	<ul style="list-style-type: none"> <li>• Describe proper equipment to wear for various sports activities</li> <li>• Identify safety rules to follow for various sports activities</li> </ul>
Explain ways that frostbite and hypothermia can be minimized and prevented by applying safety rules and first aid	<ul style="list-style-type: none"> <li>• Explain the causes of frostbite</li> <li>• Explain the safety rules to follow that prevent frostbite</li> <li>• Demonstrate first aid for each type of frostbite</li> <li>• Explain what hypothermia is and its causes</li> </ul>
Identify how safety can be enhanced by group co-operation	<ul style="list-style-type: none"> <li>• Explain ways in which their group role members can contribute to a successful co-operative Learning Group</li> <li>• Work with members of their group to plan an outdoor trip</li> </ul>
Describe ways that eye injuries can be prevented and minimized by applying safety rules and first aid	<ul style="list-style-type: none"> <li>• State common causes of eye injuries in the NWT</li> <li>• Identify potential hazards and related risky behaviours that may result in eye injuries</li> <li>• Explain safety rules to follow that prevent eye injuries</li> <li>• Demonstrate first aid for eye injuries</li> </ul>
Explain how head injuries can be prevented and minimized by applying safety rules and first aid	<ul style="list-style-type: none"> <li>• State common causes of head injuries</li> <li>• Identify potential hazards and related risky, behaviours that may result in head injuries</li> <li>• Explain safety rules to follow that prevent head injuries</li> <li>• Demonstrate first aid for head injuries</li> </ul>
Explain why it is important to recognize convulsions in children and to apply first aid	<ul style="list-style-type: none"> <li>• Explain what convulsions are</li> <li>• Describe the signs of convulsions</li> <li>• Demonstrate first aid for convulsions</li> </ul>
Describe why fainting requires first aid to restore the blood supply to the brain	<ul style="list-style-type: none"> <li>• Give examples of causes of fainting</li> <li>• Identify the signs that may result in fainting</li> <li>• Demonstrate first aid for fainting</li> </ul>
Describe how to recognize allergic reactions can may be life threatening and how to apply first aid	<ul style="list-style-type: none"> <li>• Explain what an allergic reaction is</li> <li>• Describe how food and drug allergies can affect people differently from mild to life threatening</li> <li>• Describe the signs and symptoms of allergic reactions to food, drugs</li> <li>• Explain first aid for these reactions</li> </ul>
Identify ways that positive safety and first aid lifestyle practices may save lives and minimize the effects of injuries	<ul style="list-style-type: none"> <li>• Identify the importance of first aid</li> <li>• Design a personal safety and first aid program</li> <li>• Evaluate the effectiveness of the program</li> </ul>
Explore and describe why it is important to recognize epileptic seizures and to apply first aid	<ul style="list-style-type: none"> <li>• Explain what epilepsy is</li> <li>• Describe the signs and symptoms of epileptic seizures</li> <li>• Explain first aid for an epileptic seizure</li> </ul>

## HEALTH GRADE 8

### Safety and First Aid

Big Ideas: outdoor safety, first aid

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Describe why it is important to recognize diabetic emergencies and to apply first aid	<ul style="list-style-type: none"> <li>• Explain what diabetes is and its treatment</li> <li>• Differentiate between insulin shock and diabetic coma</li> <li>• Explain first aid for a diabetic emergency</li> </ul>

### ALCOHOL and Other Drugs

Big Ideas: Alcohol historical perspective and NWT, cannabis, solvents

Explore and explain ways that the drinking of alcohol in the N.W.T. Has a distinct historical presence	<ul style="list-style-type: none"> <li>• Recognize the presence and drinking of alcohol throughout time</li> <li>• Explain the distinct history of alcohol in the N.W.T.</li> <li>• Recognize the relationship between the drinking pattern in the N.W.T. and the northern lifestyle</li> </ul>
Describe ways in which most people who choose to drink alcohol use it responsibly	<ul style="list-style-type: none"> <li>• Identify the choices which people have with regard to the use of alcohol</li> <li>• Explain the responsible use of alcohol</li> <li>• Identify ways in which people demonstrate responsible use of alcohol</li> </ul>
Explore and describe ways that alcohol may be misused and abused	<ul style="list-style-type: none"> <li>• Explain misuse and abuse of alcohol</li> <li>• Identify alcoholism as a treatable disease</li> <li>• Identify the progressive stages of alcoholism</li> <li>• Identify the resources available in the community to help someone with an alcohol problem</li> </ul>
Explain ways that teenagers may have drinking problems	<ul style="list-style-type: none"> <li>• Identify how a person's life may be affected by alcohol</li> <li>• Identify the particular problems which alcohol may cause for teenagers</li> <li>• Assess their personal alcohol use</li> <li>• Review the resources available in a community for youth</li> </ul>
Explore why it is dangerous to combine drugs	<ul style="list-style-type: none"> <li>• Explain why drugs should never be combined</li> </ul>
Explain how it is that everything a pregnant woman puts into her body affects not only her, but also the unborn child	<ul style="list-style-type: none"> <li>• Identify food and drink which are healthy for the unborn baby</li> <li>• Explain that everything a pregnant woman eats or drinks affects the unborn baby</li> </ul>
Describe how fetal alcohol syndrome is totally preventable	<ul style="list-style-type: none"> <li>• Describe fetal alcohol syndrome</li> <li>• Identify behaviours which will prevent fetal alcohol syndrome</li> </ul>
Explain how advertising can influence people's decisions about the use of drugs	<ul style="list-style-type: none"> <li>• Identify techniques used in advertising to influence people's decisions</li> <li>• Interpret information from the advertisements</li> <li>• Design an advertisement</li> <li>• Identify the images of alcohol as portrayed by advertisers</li> <li>• Identify the negative effects of alcohol use</li> </ul>
Describe how cannabis use can affect both physical and psychological development	<ul style="list-style-type: none"> <li>• Identify some short-term physical effects of cannabis use</li> <li>• Identify some long-term physical effects of cannabis use</li> <li>• Identify some short-term psychological effects of cannabis use</li> <li>• Identify some long-term psychological effects of cannabis</li> </ul>
Explain ways that cannabis use may affect the reproductive system	<ul style="list-style-type: none"> <li>• Identify the possible effects of cannabis on the reproductive system and on the unborn fetus</li> </ul>
Explore and describe how solvent abuse has short and long term effects on the body	<ul style="list-style-type: none"> <li>• Identify some short-term effects of solvent abuse</li> <li>• Identify some long-term effects of solvent abuse</li> </ul>

## CAREER DEVELOPMENT GRADE 8

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Build and maintain a positive self-image</b>	<ul style="list-style-type: none"> <li>• Discover how behaviours and attitudes influence the feelings and behaviours of others 1.2.1</li> <li>• Understand how the environment influences attitudes and behaviours 1.2.3</li> <li>• Understand the concepts of values and beliefs, and explore their influence on self-image 1.2.4</li> <li>• Discover the importance of developing a realistic and positive self-image, and the consequences of developing an erroneous one 1.2.5</li> <li>• Discover how a realistic and positive self-image contributes to self-fulfilment, both personally and professionally 1.2.6</li> <li>• Describe one’s self-image 1.2.7</li> <li>• Adopt behaviours that reflect a positive attitude about self 1.2.8</li> <li>• Evaluate the impact of one’s self-image on self and others 1.2.9</li> <li>• Transform behaviours and attitudes in order to improve one’s self-image and in turn contribute positively to one’s life and work. 1.2.10</li> </ul>
<b>Interact positively and effectively with others</b>	<ul style="list-style-type: none"> <li>• Explore interpersonal and group communication skills 2.2.3</li> <li>• Explore personal management skills such as time management, problem solving, stress management, life-work balance, etc 2.2.4</li> <li>• Explore helping skills such as facilitating, problem solving, tutoring and guiding 2.2.5</li> <li>• Demonstrate respect for the feelings and beliefs of others 2.2.6</li> <li>• Demonstrate tolerance and flexibility in interpersonal and group situations 2.2.7</li> <li>• Demonstrate effective social and group membership skills, knowledge and attitudes 2.2.9</li> <li>• Demonstrate openness to the diversity of cultures, lifestyles, as well as mental and physical abilities 2.2.10</li> <li>• Demonstrate helping skills such as problem solving, tutoring and guiding 2.2.11</li> <li>• Demonstrate dependability and honesty towards others 2.2.12</li> <li>• Acknowledge and appreciate the similarities and differences among people 2.2.14</li> <li>• Re-examine one’s respect, tolerance, flexibility, openness, dependability and honesty towards others and determine at what degree they are influencing the development of positive relationships in one’s life 2.2.15</li> <li>• Integrate personal management skills such as time management, problem solving, stress management and life/work balance to one’s daily life 2.2.16</li> <li>• Engage in further learning experiences that help build positive relationships in one’s life 2.2.17</li> </ul>



## CAREER DEVELOPMENT GRADE 8

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Change and grow throughout one’s life</b>	<ul style="list-style-type: none"> <li>• Explore how feelings are influenced by significant experiences 3.2.1</li> <li>• Understand the concept of stress and its impact on mental and physical well-being 3.2.2</li> <li>• Discover changes that occur in the physical, psychological, social and emotional development of an individual 3.2.4</li> <li>• Understand how physiological and psychological changes impact on life and work 3.2.5</li> <li>• Explore the importance of work, family and leisure activities to mental, emotional, physical and economic well-being 3.2.6</li> <li>• Identify what cause stress on one’s own mental and physical well-being 3.2.7</li> <li>• Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem solving, etc.) 3.2.8</li> <li>• Identify one’s own physical, psychological, social and emotional changes 3.2.9</li> <li>• Re-examine one’s communication skills and adopt those that are truly effective in stressful situations 3.2.10</li> <li>• Examine one’s work, family and leisure activities and acknowledge their impact on one’s mental, emotional, physical and economic well-being 3.2.11</li> <li>• Improve on communication skills used in stressful situations 3.2.12</li> <li>• Engage in further work, family and leisure activities that contribute to one’s mental, emotional, physical and economic well-being 3.2.13</li> </ul>
<b>Participate in life-long learning supportive of life/work goals</b>	<ul style="list-style-type: none"> <li>• Explore life-long learning strategies 4.2.1</li> <li>• Demonstrate life-long learning strategies 4.2.11</li> <li>• Improve and engage in life-long learning strategies supportive of one’s life/work scenarios 4.2.17</li> </ul>
<b>Locate and understand life/work information</b>	<ul style="list-style-type: none"> <li>• Discover differences between work, jobs, occupations and careers 5.2.1</li> <li>• Discover how occupations, work roles and work alternatives (e.g. self-employment, contracting, multitasking) can be classified 5.2.2</li> <li>• Explore economic /work sectors 5.2.3</li> <li>• Explore school and community information resources on work roles and work alternatives 5.2.4</li> <li>• Explore various work settings and roles in the community 5.2.6</li> <li>• Explore various work settings 5.2.7</li> <li>• Use school and community settings and resources to learn about work roles and work alternatives 5.2.8</li> <li>• Demonstrate how one’s interests, knowledge, skills, beliefs and attitudes are transferable to various work roles 5.2.9</li> <li>• Identify working conditions for oneself 5.2.10</li> <li>• Assess life/work information and determine its pertinence for oneself 5.2.11</li> <li>• Improve one’s strategies for locating, understanding and using life/work information 5.2.12</li> </ul>

## CAREER DEVELOPMENT GRADE 8

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Understand the relationship between Work and society/economy</b>	<ul style="list-style-type: none"> <li>• Explore the importance of work to a community 6.2.2</li> <li>• Understand the relationships between work, community and the economy 6.2.3</li> <li>• Explore the economic contributions workers make to a community 6.2.4</li> <li>• Understand how the community, the economy and technological advances impact work and work roles 6.2.5</li> <li>• demonstrate how work actually impacts one’s community 6.2.6</li> <li>• Evaluate how one can contribute to the community through work 6.2.7</li> </ul>
<b>Secure/create and maintain work</b>	<ul style="list-style-type: none"> <li>• Explore personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep work 7.2.1</li> <li>• Understand the language describing employment and other work opportunities 7.2.3</li> <li>• Explore work search tools and skills required to find/create and maintain work (application forms, resumes, cover letters, portfolios, job interviewing, proposals, etc.) 7.2.4</li> <li>• Demonstrate personal qualities that are needed to get and keep work 7.2.5</li> <li>• Demonstrate the ability to complete application forms 7.2.6</li> <li>• Demonstrate work search tools required to find and maintain work (e.g. resume, portfolio, proposals, cover letters) 7.2.7</li> </ul>
<b>Make life/work enhancing decisions</b>	<ul style="list-style-type: none"> <li>• Understand how personal beliefs and attitudes affect decision-making 8.2.1</li> <li>• Explore possible outcomes of decisions 8.2.3</li> <li>• Explore the requirements for secondary and post secondary programs 8.2.8</li> <li>• Understand how uncertainties about the future may lead to creative or alternative choices 8.2.9</li> <li>• Demonstrate how one’s beliefs and attitudes influence one’s decision-making process 8.2.10</li> <li>• Compare advantages and disadvantages of various secondary and post secondary programs for the attainment of career goals 8.2.12</li> <li>• Evaluate how one’s decisions (about school, family, leisure, work, etc.) impact one’s life, and affect other decisions 8.2.15</li> <li>• 8.2.17 Evaluate the impact of personal decisions on self and others</li> <li>• 8.2.18 Engage in decision-making respectful of oneself and supportive of one’s goals</li> </ul>

## CAREER DEVELOPMENT GRADE 8

### Competencies

NWT Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
<b>Maintain balanced life and work roles</b>	<ul style="list-style-type: none"> <li>• Understand how different work and family roles require varying kinds of energy, participation, motivation and abilities 9.2.1</li> <li>• Examine how personal goals can be satisfied through a combination of work, community, social and family roles 9.2.3</li> <li>• Understand how personal leisure choices relate to lifestyle 9.2.4</li> <li>• Understand how various life and work roles impact the attainment of future goals 9.2.5</li> <li>• Explore the advantages and disadvantages of various life role scenarios 9.2.6</li> <li>• Explore the interrelationships among family, work and leisure decisions 9.2.7</li> <li>• Plan and experience leisure activities that relate to one’s considered or preferred lifestyle 9.2.8</li> <li>• Examine the type of lifestyle one wants 9.2.10</li> <li>• Determine the type of life and work roles that best impact one’s life 9.2.11</li> </ul>
<b>Understand the changing nature of life/work roles</b>	<ul style="list-style-type: none"> <li>• Identify non-traditional life/work scenarios 10.2.1</li> <li>• Explore the advantages of experiencing personal interests, even if they are most often considered non-traditional (<i>to one’s gender</i>) 10.2.3</li> <li>• Understand the concepts of stereotypes, biases and discriminatory behaviours 10.2.4</li> <li>• Experience personal interests, even if they are most often considered non-traditional to one’s gender 10.2.5</li> <li>• Identify stereotypes, biases and discriminatory behaviours that may limit opportunities for women and men in certain work roles 10.2.6</li> <li>• Acknowledge one’s own stereotypes, biases and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles 10.2.7</li> <li>• Develop attitudes and engage in behaviours that are non-discriminatory 10.2.8</li> </ul>
<b>Understand, engage in and manage one’s own life/work building process</b>	<ul style="list-style-type: none"> <li>• Explore the concept every decision is a life/work decision 11.2.1</li> <li>• Understand the importance of developing flexible and adaptable short-term action plans within the life/work building process 11.2.4</li> <li>• Understand the concept of a preferred future as part of the life/work building process 11.2.5</li> <li>• Understand the concept and importance of a life/work portfolio 11.2.6</li> <li>• Define one’s preferred future 11.2.7</li> <li>• Develop short-term action plans in step with one’s preferred future 11.2.8</li> <li>• Create and maintain one’s life/work portfolio 11.2.9</li> <li>• Re-examine and assess one’s preferred future using as criteria newly acquired information about self and the world of work 11.2.10</li> <li>• Take steps to move towards one’s preferred future 11.2.11</li> <li>• Adjust one’s preferred future as experience changes one’s knowledge of oneself 11.2.12</li> </ul>

## PHYSICAL EDUCATION GRADE 8

### Activity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Select, combine and perform specific locomotor skills in a variety of activities to improve personal performance A8–1	<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. (Dance)</li> <li>•</li> </ul>
Select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance A8–2	<ul style="list-style-type: none"> <li>• Plan and lead aerobic activities, combining locomotor and nonlocomotor skills, with or without music. (Individual Activities)</li> </ul>
Select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance A8–3	<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. (Types of Gymnastics)</li> </ul>
Select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance A8–4	<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. (Alternate Environments)</li> </ul>
Demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity A8–5	<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. (Games)</li> </ul>
Select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance A8–6	<ul style="list-style-type: none"> <li>• Practise various throwing activities, using specific criteria and peer review skills. (Individual Activities)</li> </ul>
Apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating A8–7	<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. (Alternate Environments)</li> </ul>
Select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others A8–8	<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. (Dance)</li> </ul>
Choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns A8–9	<ul style="list-style-type: none"> <li>• Create a dance sequence based on a theme; e.g., anger, laughter, sports, water, flight, transportation. (Dance)</li> </ul>
Select, combine and perform activity-specific basic skills in a variety of games A8–10	<ul style="list-style-type: none"> <li>• Demonstrate aiming skills in a number of target activities; e.g., bocce, curling, bowling. (Games)</li> </ul>
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 A8–11	<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. (Games)</li> </ul>
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 A8–12	<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. (Types of Gymnastics)</li> </ul>
Select, perform and refine activity specific skills in a variety of individual pursuits; e.g., wrestling A8–13	<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. (Individual Activities)</li> </ul>

## PHYSICAL EDUCATION GRADE 8

### Benefits Health

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Monitor and analyze a personal nutrition plan that affects physical performance B8–1	<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. (Dance)</li> </ul>
Demonstrate and monitor ways to achieve a personal functional level of physical fitness B8–2	<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. (Individual Activities)</li> <li>Perform exercises to increase fitness levels for specific outdoor activities; e.g., flexibility and muscular endurance for cross-country skiing. (Alternate Environments)</li> </ul>
Explain fitness components and principles of training, and formulate individual plans for personal physical fitness B8–3	<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. (Individual Activities)</li> </ul>
Acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images B8–4	<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.” (Games)</li> <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. (Alternate Environments)</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. (Alternate Environments)</li> </ul>
Discuss performance-enhancing substances and how they can affect body type in relation to physical activity B8–5	<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. (Types of Gymnastics)</li> <li></li> </ul>
Analyze the personal effects of exercise on the body systems before, during and after exercise B8–6	<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. (Games)</li> <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. (Dance)</li> </ul>
Monitor, analyze and assess fitness changes as a result of physical activity B8–7	<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. (Types of Gymnastics)</li> </ul>
Describe and perform appropriate physical activities for personal stress management and relaxation B8–8	<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. (Individual Activities)</li> <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. (Alternate Environments)</li> </ul>
<b>Cooperation</b>	
Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity C8–1	<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. (Dance)</li> </ul>

## PHYSICAL EDUCATION GRADE 8

### Cooperation

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Discuss positive active living role models C8–2	<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. (Individual Activities)</li> </ul>
Demonstrate etiquette and fair play C8–3	<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. (Dance)</li> <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. (Types of Gymnastics)</li> <li>Discuss rules, safety considerations and etiquette appropriate for specific activities, such as velodrome cycling or returning a shot after putting (shot-put). (Individual Activities)</li> </ul>
Describe, apply and practise leadership and followership skills related to physical activity C8–4	<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. (Alternate Environments)</li> </ul>
Recommend practices that contribute to teamwork C8–5	<ul style="list-style-type: none"> <li>Incorporate temporary rules to encourage teamwork; e.g., a different player each time to attempt to score. (Games)</li> </ul>
Identify and demonstrate positive behaviours that show respect for self and others C8–6	<ul style="list-style-type: none"> <li>Make one positive comment to a teammate and to an opponent during the playing of a game. (Games)</li> <li>Develop gymnastics sequences collaboratively with a partner to create various balance patterns. (Types of Gymnastics)</li> </ul>
<b>Do It Daily...For Life</b>	
Participate regularly in, and identify and describe the benefits of, an active lifestyle D8–1	<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. (Alternate Environments)</li> </ul>
Develop a personal plan that encourages participation and continued motivation D8–2	<ul style="list-style-type: none"> <li>Modify existing games for alternative environments; e.g., hockey in the pool. (Alternate Environments)</li> </ul>
Select and apply rules, routines and procedures for safety in a variety of activities D8–3	<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. (Dance)</li> </ul>
Design and perform warm-up and cool-down activities D8–4	<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. (Types of Gymnastics)</li> </ul>
Appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment D8–5	<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. (Games)</li> </ul>
Monitor, revise and refine personal goals based on interests and abilities D8–6	<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. (Individual Activities)</li> <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. (Games)</li> </ul>

## PHYSICAL EDUCATION GRADE 8

### Do It Daily...For Life

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group D8–7	<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. (Individual Activities)</li> <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. (Dance)</li> </ul>
Analyze community programs that promote a physically active lifestyle D8–8	<ul style="list-style-type: none"> <li>• Discover and use community resources to be active; e.g., canoeing, inline skating, swimming, cross-country skiing. (Alternate Environments)</li> </ul>
Analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers D8–9	<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. (Types of Gymnastics)</li> </ul>