

# Physical Education 10/20

## Course Philosophy

The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. The Kindergarten to Grade 12 physical education program contributes to the development of life skills for the personal management of health, for the use of physical activity as a strategy for managing life challenges, and for a setting within which to practise the ability to work with others.

### **Active Living**

The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.

### **Benefits of Physical Education and Activity**

Strong evidence exists that physical activity contributes to the overall well-being of individuals. People of all ages can substantially improve their health and quality of life by including a moderate amount of physical activity into their daily routines. Participation in physical activity contributes to physical, mental and social well-being providing benefits to the individual and the community. Below are some reasons why students need physical education on a regular basis.

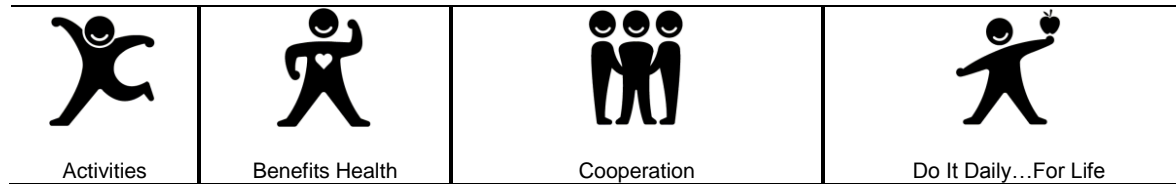
### **Student Learning and Achievement**

Students will meet the aim of the physical education program, to lead an active, healthy lifestyle, if they have developed a desire to participate regularly in physical activity. The aim can only be achieved by addressing the prescribed outcomes within an environment wherein students are emotionally and physically safe, the climate is positive, and a variety of developmentally appropriate skill-building experiences are provided.

## Scope and Sequence for PE 10/20

### Physical Education 10/20 Activity Schedule

Week	Activity	Examples
Sept. 1-6	Outdoor Games	Capture the Flag, Ultimate Frisbee, Track and Field
Sept. 7 -12	Football	Touch and Flag Football/ Ultimate ball/ Ultimate Frisbee
Sept. 13 - 19	indoor Soccer	Soccer Related Skills, Drills, and Games. Kickball.
Sept. 20-23	Cross Country	Long Distance Running, Fitness Testing.
Sept. 26-29	Indoor Volleyball	Volleyball Skills, Drills, and Games.
Sept. 30-Oct. 5	Indoor Volleyball (Cont.)	Volleyball Skills, Drills, and Games. Tournament Play.
Oct. 6-11	Personal Fitness	Individual Fitness. Plyometric, Power Yoga, Tai-Bo, and Circuit Training
Oct. 12-18	Curling (Tentatively)	Curling Skills, Game Play.
Oct. 19-24	Dance	Line Dance, Create a Dance, Rhythms, Square Dance.
Oct. 25-31	Basketball	Basketball Skills, Drills, and Games
Nov. 1-7	Basketball	Tournament Play. Nov.10 = Remembrance Ceremony.
Nov. 8-14	Badminton	Badminton Skills, Drills, and Game Play
Nov. 15-18	Nutrition	Research Project, Presentations, and Exam. Open Day Friday.
Nov. 21-24	Create-a-Game, Handball, Pickle ball	Indoor Games.
Nov. 25-Dec. 1	Outdoor/Snow activities	Indoor Floor Hockey (if too cold), Outdoor Whimsy Building, Snowshoeing.
Dec. 2-8	Skating, Ice Hockey, Broomball	Ice Activities
Dec. 9-15	wrestling	Wrestling skills, drills, matches
Dec. 16-22	wrestling	Wrestling skills, drills, matches
Jan. 9-13	Speedball, Fitness testing	Intro to Speedball, Year End fitness testing
Jan. 16-20	Open	Fun Days
		<b><i>Curling Will be added once the ice has been confirmed</i></b>



- A**ctivity: Students will acquire skills in various movement activities through a variety of developmentally appropriate movement activities (*individual, team, and alternate environment*).
- B**enefits Health: Students will understand the health benefits that result from activity.
- C**ooperation: Students will have positive interaction with others; develop & appreciate leadership skills.
- D**o it Daily for Life: Students will learn the value in leading an active lifestyle.  
*(Outcomes B,C & D will be achieved through safe and active participation in Activities for Outcome A)*

**NOTE\*\*\* General outcomes B, C and D are interrelated and interdependent and are achieved through Involvement**

**Assessment**

Participation, Skills, Attitude 60%  
 Tests 20%  
 Projects 20%

**Resources:**

- Equipment available within the school
- Community fitness center @ fire hall
- Community ice rink

## GENERAL OUTCOME A (Activity)

*Students will* acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

### **Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water**

A10-1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A20-1 analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

### **Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging**

A10-3 apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A20-3 analyze, evaluate and modify performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

### **Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining; e.g., dribbling, carrying, bouncing, trapping; sending; e.g., throwing, kicking, striking**

A10-5 apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A20-5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

### **Application of Basic Skills in an Alternative Environment**

A10-7 adapt and improve activity specific skills in a variety of environments; e.g., camping, canoeing, survival skills

A20-7 develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkelling progressing to scuba diving

### **Application of Basic Skills in Dance**

A10-8 apply the principles of dance to improve performance

A10-9 choreograph and perform dances for self and others; e.g., jazz, social and novelty

A20-8 develop and perform more complex dances

A20-9 choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty

### **Application of Basic Skills in Games**

A10–10 adapt and improve activity specific skills in a variety of games

A10–11 select, plan and create games that incorporate simple and more challenging strategies and tactics

A20–10 develop and refine activity specific skills in a variety of games

A20–11 apply the relationship among skills, rules and strategies in the creation and playing of games

### **Application of Basic Skills in Types of Gymnastics**

A10–12 apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic

A20–12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group

### **Application of Basic Skills in Individual Activities**

A10–13 adapt and improve activity specific skills in a variety of individual pursuits; e.g., resistance training, aerobics

A20–13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense

## **GENERAL OUTCOME B (Benefits health)**

*Students will understand experience and appreciate the health benefits that result from physical activity.*

### **Functional Fitness**

B10–1 design, analyze and modify nutrition programs that will positively affect performance in physical activity

B10–2 demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness

B10–3 plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration

B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre and post-competition

B20–2 add to the variety of ways for achieving a personal functional fitness level

B20–3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity

### **Body Image**

B10–4 acknowledge and analyze the media and peer influences on body image

B10–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

B20–4 interpret the impact of the media and peer influences on body image

B20–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

### **Well-being**

B10–6 clarify the positive benefits that occur as a result of participation in physical activity

B10–7 understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR)

B10–8 select and perform appropriate physical activities for personal stress management and relaxation

B20–6 analyze the positive benefits gained from physical activity

B20–7 understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR)

B20–8 design and implement a plan for personal stress management

### **GENERAL OUTCOME C (Cooperation)**

*Students will interact positively with others.*

#### **Communication**

C10–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C10–2 discuss issues related to positive athletic/active living role models

C20–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C20–2 demonstrate an understanding of behaviour appropriate to positive active living role modelling

#### **Fair Play**

C10–3 demonstrate etiquette and fair play

C20–3 demonstrate etiquette and fair play

#### **Leadership**

C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity

C20–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community

#### **Teamwork**

C10–5 develop and apply practices that contribute to teamwork

C10–6 identify and demonstrate positive behaviours that show respect for self and others

C20–5 develop and apply practices that contribute to teamwork  
C20–6 identify and demonstrate positive behaviours that show respect for self and others

### **GENERAL OUTCOME D (Do it daily... for life)**

*Students will assume responsibility to lead an active way of life.*

#### **Effort**

D10–1 demonstrate a commitment to an active lifestyle through participation in and out of class  
D10–2 develop a personal plan that is self-motivating and encourages ongoing participation

D20–1 model an active lifestyle  
D20–2 refine a personal plan that is self-motivating and encourages ongoing participation

#### **Safety**

D10–3 select and apply rules, routines and procedures of safety in a variety of activities  
D10–4 analyze, design and assess warm-up and cool-down activities  
D10–5 define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others

D20–3 develop and apply safety standards and rules in a variety of activities  
D20–4 analyze, design and assess warm-up and cool-down activities  
D20–5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others

#### **Goal Setting/Personal Challenge**

D10–6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life  
D20–6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges

#### **Active Living in the Community**

D10–8 investigate participation in community activity programs for all ages and the influences that affect participation  
D10–9 demonstrate decision-making skills that reflect choices for daily activity within the school and the community

D20–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community  
D20–9 evaluate the issues that affect decision making in relation to being active daily