

Physical Education 8/9

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

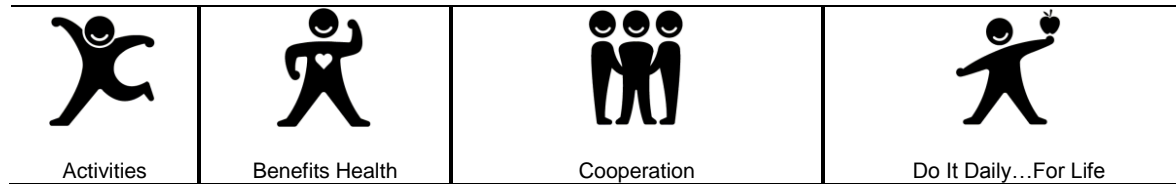
Strong evidence exists that physical activity contributes to the overall well-being of individuals. People of all ages can substantially improve their health and quality of life by including a moderate amount of physical activity into their daily routines. Participation in physical activity contributes 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 8/9

<u>Week</u>	<u>Activity</u>	<u>Examples</u>
Sept. 1 - 10	Outdoor Games	Capture the Flag, Ultimate Frisbee, Track and Field
Sept. 12 - 30	Volleyball	Volleyball Skills, Drills, and Games.
Oct. 3 - 14	Cross Country	Long Distance Running, Fitness Testing.
Oct. 17 - 28	Indoor Soccer	Soccer Related Skills, Drills, and Games. Kickball
Oct 31 – Nov. 18	Personal Fitness	Individual Fitness. Plyometric, Power Yoga, Tai-Bo, and Circuit Training
Nov 21 - Dec 9	Basketball	Basketball Skills, Drills, and Games
Dec 12 - 16	Curling (Tentatively)	Curling Skills, Game Play.
Dec. 19 - 23	Dance	Line Dance, Create a Dance, Rhythms, Square Dance.
Jan 9 - 20	Project: Nutrition	Research Project, Presentations, and student made quiz.
Jan 23 – Feb 3	Create-a-Game, Handball, Pickle ball	Indoor Games.
Feb 6 – 17	Outdoor/Snow activities	Indoor Floor Hockey (if too cold), Outdoor Whimsy Building, Snowshoeing.
Feb 20 – Mar 2	Skating, Ice Hockey, Broomball	Ice Activities
Mar 5 – 16	Badminton	Badminton Skills, Drills, and Game Play
Mar 19 – 30	Floor hockey	Floor hockey skills drills and games
Apr 2 – 13	Wrestling	Wrestling skills, drills and matches
Apr 16 – 27	Handball	Handball skills, drills and games
Apr 30 – May 11	Project: Anatomy, stretching, daily fitness routine	Research project, Presentation and student made quiz
May 14 - 25	Football	Football skills, drills and games (flag/touch football)
May 28 – Jun 8	Track and Field	Track events (100m, 200m, 400m, 400m relay, high jump) Field events (shot put, javelin, discus)
Jun 11 - 22	Open	Fun Days (most likely basketball)
		<i>Curling Will be added once the ice has been confirmed</i>



- 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

A8-1 select, combine and perform specific locomotor skills in a variety of activities to improve personal performance

A8-2 select, combine and perform locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance

A9-1 apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance

A9-2 apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance

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

A8-3 select, combine and perform specific nonlocomotor skills in a variety of activities to improve personal performance

A8-4 select, combine and perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance

A9-3 apply and refine nonlocomotor skills and concepts to a variety of activities with increased control to improve personal performance

A9-4 apply and refine nonlocomotor skills by using elements of body and space awareness, effort and relationships, 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

A8-5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity

A8-6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

A9-5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity

A9-6 apply and refine manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance

Application of Basic Skills in an Alternative Environment

A8-7 apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating

A9-7 apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing

Application of Basic Skills in Dance

A8-8 select, refine and present a variety of dance sequences; e.g., jazz, square, social and novelty, alone and with others

A8-9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns

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A9–9 choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns

Application of Basic Skills in Games

A8–10 select, combine and perform activity-specific basic skills in a variety of games

A8–11 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

A9–10 apply and refine activity-specific basic skills in a variety of games

A9–11 create and plan activities that emphasize specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal

Application of Basic Skills in Types of Gymnastics

A8–12 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

A9–12 apply and refine 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

Application of Basic Skills in Individual Activities

A8–13 select, perform and refine activity-specific skills in a variety of individual pursuits; e.g. wrestling

A9–13 apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities

GENERAL OUTCOME B (Benefits health)

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

Functional Fitness

B8–1 monitor and analyze a personal nutrition plan that affects physical performance

B8–2 demonstrate and monitor ways to achieve a personal functional level of physical fitness

B8–3 explain fitness components and principles of training, and formulate individual plans for personal physical fitness

B9–1 design, monitor and personally analyze nutrition programs that will affect physical performance

B9–2 demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness

B9–3 design and implement a personal fitness and activity plan, using the principles of training: frequency intensity, duration

Body Image

B8–4 acknowledge the perceptions that occur as a result of media influence on body types in relation to physically active images

B8-5 discuss performance-enhancing substances and how they can affect body type in relation to physical activity

B9-4 acknowledge and analyze the media and peer influences on body image

B9-5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

Well-being

B8-6 analyze the personal effects of exercise on the body systems before, during and after exercise

B8-7 monitor, analyze and assess fitness changes as a result of physical activity

B8-8 describe and perform appropriate physical activities for personal stress management and relaxation

B9-6 analyze and explain the effects that nutrition, fitness and physical activity have on body systems before, during and after exercise

B9-7 monitor, analyze and assess fitness changes as a result of physical activity

B9-8 select and perform appropriate physical activities for personal stress management and relaxation

GENERAL OUTCOME C (Cooperation)

Students will interact positively with others.

Communication

C8-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C8-2 discuss positive active living role models

C9-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C9-2 identify and discuss the positive behaviours that are demonstrated by active living role models

Fair Play

C8-3 demonstrate etiquette and fair play

C9-3 demonstrate etiquette and fair play

Leadership

C8-4 describe, apply and practise leadership and followership skills related to physical activity

C9-4 describe, apply, monitor and practise leadership and followership skills related to physical activity

Teamwork

C8-5 recommend practices that contribute to teamwork

C8-6 identify and demonstrate positive behaviours that show respect for self and others

C9-5 develop practices that contribute to teamwork

C9-6 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

D8-1 participate regularly in, and identify and describe the benefits of, an active lifestyle

D8-2 develop a personal plan that encourages participation and continued motivation

D9-1 participate regularly in, and realize the benefits of, an active lifestyle

D9-2 develop a personal plan that encourages participation and continued motivation

Safety

D8-3 select and apply rules, routines and procedures for safety in a variety of activities

D8-4 design and perform warm-up and cool-down activities

D8-5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle; e.g., safe use of equipment

D9-3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions

D9-4 analyze, design and perform warm-up and cool-down activities

D9-5 design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games

Goal Setting/Personal Challenge

D8-6 monitor, revise and refine personal goals based on interests and abilities

D8-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

D9-6 determine and articulate challenging personal and team goals based on interests and abilities

D9-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group

Active Living in the Community

D8-8 analyze community programs that promote a physically active lifestyle

D8-9 analyze factors that affect choices of physical activity for life, and create personal strategies to overcome barriers

D9-8 evaluate community programs that promote physically active lifestyles and how they meet local needs

D9-9 develop strategies to counteract influences that limit involvement in physical activity