PE Grade 11-12 Essential Learning Outcomes

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| **Learning Outcome & Suggested Achievement Indicators (IRP)**  **MOVEMENT** | **Essential Learning Outcomes (Vanier)**  **MOVEMENT (30% of Overall Grade)** |
| • Apply the elements of movement to a variety of activities   * Plan and participate safely in a variety of activities and environment   • Demonstrate a personal functional level of competence in a selection of activity-specific motor skills  • Analyse the components of skill performance  • Apply understanding of body mechanics (balance, motion, force, levers, buoyancy) to improve their performance and the performance of others  • Select and apply problem-solving strategies when planning and leading others in specific activities | The movement portion of the PE curriculum must include a variety of team, individual and rhythmic movement (dance). All movement marks are based on skill rubrics that are used for both formative and summative assessments (attached).  Vanier PE teacher assessment responsibilities include:   1. It is the teacher’s responsibility to post their movement skill rubric for students to view on a regular basis. 2. Each key attribute should be addressed individually so that students can focus on a specific skill area and receive feedback. Skills should be assessed in game situations over a period of at least three classes so that students have an opportunity to make improvements. 3. Students must receive frequent and timely feedback regarding their assessment in this area. Effective feedback identifies the student’s strengths, highlights a key area for improvement, and provides guidance on how the student can make the improvement needed. 4. Teachers are encouraged to involve students in self-assessments and peer-feedback formative assessments.  * Each Movement unit is approx. 10 classes in length. Activities may include:   Football Dance  Volleyball Outdoor Pursuits  Basketball Track & Field  Soccer Arctic Sports  Minor Games Judo |
| **Learning Outcome & Suggested Achievement Indicators (IRP)**  **ACTIVE LIVING** | **Essential Learning Outcomes (Vanier)**  **ACTIVE LIVING (30% Overall Grade)** |
| • Design and implement plans for balanced, healthy living, including:  - nutrition  - exercise  - rest  - work  • Demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including:  - age  - gender  - time  - culture  - environment  • Describe strategies for stress management and relaxation  • Adapt physical activities to minimize environmental impact  • Design and implement coaching plans for exercise programs that apply the principles of training (progression, overload, specificity)  • Demonstrate an understanding of how the cardiovascular, muscular, and skeletal systems relate to human motor performance  • Evaluate, monitor, and adapt plans for exercise programs for themselves and others, applying the principles of training (progression, overload, specificity)  • Demonstrate an understanding of physiology and performance modifiers  • Select appropriate community-based recreational and alternative environment opportunities to develop a personal functional level of physical fitness  • Evaluate the influence of consumerism and professional athletics on personal perception of body image |  |
| **Learning Outcome & Suggested Achievement Indicators (IRP)**  **SAFETY, FAIR PALY & LEADERSHIP** | **Essential Learning Outcomes (Vanier)**  **SAFETY, FAIR PALY & LEADERSHIP (40% Overall Grade)** |
| **A. PERSONAL and SOCIAL RESPONSIBILITY (Personal Behaviours and Safety Practices)**   * Apply appropriate rules, routines, procedures, and safety practices in a variety of activities and environment * Demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds * Demonstrate self-respect and self-confidence while involved in physical activities * Apply etiquette and fair play in a variety of roles, including:   - performer  - coach  - official  - observer  • Demonstrate an understanding of the prevention and treatment of athletic injuries  **B. PERSONAL and SOCIAL RESPONSIBILITY (Leadership and Community Involvement)**   * Describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation * Demonstrate an understanding of the processes needed to co-ordinate events and programs in the school and community * Demonstrate knowledge and skills required by recommended certification programs in selected areas related to physical activity * Identify and describe the benefits of service and volunteer work in the school and community * Identify and use appropriate technology when solving problems involving physical activity * Demonstrate an understanding of the attributes required to pursue careers related to physical activity | This portion of the physical education course mark is assessed daily based on a holistic rubric that reflects the students and teachers combined understanding of the expectations associated with the learning outcomes listed. The daily mark should be recorded monthly using the mode (most consistent rating) rather than average score.  Vanier PE teacher assessment responsibilities include:   1. Student discussion of the learning outcomes including examples and non-examples so that students clearly understand how to demonstrate success (consider visuals). 2. Students are encouraged to work in partnership with the teacher to develop a class rubric that is presented in student friendly language. 3. It is the teacher’s responsibility to post their class participation rubric for students to view on a regular basis. 4. Students must receive frequent and timely feedback regarding their assessment in this area. Effective feedback identifies the student’s strengths, highlights a key area for improvement, and provides guidance on how the student can make the improvement needed. 5. Teachers are encouraged to involve students in self-assessments and self-reflection formative assessments.   **NOT SURE IF THIS STAYS!** |