PE Grade 8-10 Essential Learning Outcomes

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| **Learning Outcome & Suggested Achievement Indicators (IRP)**  **MOVEMENT** | **Essential Learning Outcomes (Vanier)**  **MOVEMENT (30% of Overall Grade)** |
| * **Movement skills in structured individual and dual activities in predictable and unpredictable game settings**  1. Demonstrate a variety of specific non-locomotor, locomotor, and/or manipulative movement skills in individual and dual activities (e.g., kick-glide in X-country skiing) 2. Perform combinations of learned non-locomotor, locomotor, and/or manipulative movement skills in individual and dual activities (e.g., abdominal crunches using a medicine ball, shot-put, rope skipping) 3. Demonstrate flow and smooth transitions between combined movements 4. With teacher support, demonstrate proper practice techniques to improve performance and avoid injury.   \*\* Grade 9 progress with less teacher support  \*\* Grade 10 be able to analyze key attributes and perform  in more complex game settings   * **Movement skills in structured rhythmic movement activities (dance)**  1. Demonstrate a variety of specific non-locomotor, locomotor, and/or manipulative movement skills in rhythmic movement activities (e.g., one-point balance, change of direction, step-turn, box step) 2. Follow modeled patterns of non-locomotor and locomotor skills to perform rhythmic movement sequences (e.g., line dance, aerobics, three-skill floor routine) 3. Demonstrate flow and smooth transitions between combined movements   \*\* Grade 10 be able to manipulate and create rhythmic  movement series   * **Relating movement skill concepts to improvement movement:**  1. Identify and incorporate one or two key movement concepts that are applied in each physical activity that they participate in, including    1. Body awareness (e.g., parts of the body, weight transfer)    2. Spatial awareness (e.g., personal and general space, directional, pathways, levels, planes)    3. Qualities of movement (e.g., speed, force, flow)    4. Relationships (e.g., to people, to objects)   \*\* Grade 9 apply appropriate movement concepts to  improve the performance of selected activity-specific  movement skills  \*\* Grade 10 analyse physical activities to identify and  explain movement concepts | 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   * Grade 8 physical education movement skills are focused on development of basic skills such as ready position, dribbling, serving, passing, and general offensive/defensive movement. * Grade 9 physical education movement skills address a broad skill base (offence/defense) with the inclusion of basic strategies and tactics to competitive play. * Grade 10 physical education movement skills occur in more complex game settings where students apply concepts of strategy and tactics through analysis of game situations, officiating and peer mentoring. |
| **Learning Outcome & Suggested Achievement Indicators (IRP)**  **ACTIVE LIVING** | **Essential Learning Outcomes (Vanier)**  **ACTIVE LIVING (30% Overall Grade)** |
| * **Positive implications of active living**  1. Assess the short-term and long-term physical and emotional benefits of regular participation in physical activity (e.g., stress reduction, social interaction, enjoyment, increased energy level, improved ability to focus and concentrate, healthy heart) 2. Analyse the importance of nutrition choices for active living (related to heart disease ie) sodium) 3. Identify and describe factors that affect choices relating to lifelong physical activity (e.g., location, cost, climate, accessibility, training, equipment required, personal preference, social aspect)  * **Grade 9 and 10 rationale for active living**  1. Describe the benefits of active living, and the potential consequences of an inactive lifestyle 2. Analyse the relationship between personal nutrition choices and participation in physical activity (e.g., sufficient hydration, appropriate foods to provide adequate energy, reading labels, snacking) 3. Create a personal statement about the importance of active living  * **Components of fitness (health-related & skill-related) and their benefits**  1. Identify the health-related components of fitness—muscular strength, muscular endurance, cardiovascular endurance, and flexibility 2. Give examples of skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance) 3. Describe the significance of the health-related and skill-related components of fitness for overall personal health and the performance of specific activities (e.g., balance in agility ladder drills, co-ordination in table tennis, cardiovascular endurance for dance activities) 4. Conduct self-assessment related to their plan, and identify potential applications for the future  * **Principles of training**  1. List and describe principles of training (e.g., duration, intensity, frequency, type of activity) 2. Identify the effects of specific types of physical activity on body systems during and after physical activity (aerobic vs. Anaerobic) 3. Describe how aerobic activity contributes to cardiovascular endurance 4. Describe healthy nutritional choices to support their physical activity plan, reflecting consideration of personal activity level (e.g., what, when, how much)  * **Importance of assessing physical exertion**  1. List ways to assess rate of exertion during physical activity (e.g., electronic heart rate monitors, pulse rate, rate of perceived exertion scales) 2. Explain why assessing their own rate of exertion during participation in physical activities is important 3. Describe how monitoring rate of exertion contributes to living a healthy active lifestyle  * **Identification and pursuit of personal physical activity goals (muscular strength/endurance, cardiovascular endurance and flexibility)**  1. Articulate measurable and time-specific goals related to each health-related component of fitness—muscular strength, muscular endurance, cardiovascular endurance, or flexibility 2. Identify and follow steps to achieve their goals (e.g., selecting specific activities, considering time and intensity) 3. Measure, monitor, and reflect on their progress (e.g., log, video, demonstration)  * **Principles of training to improve fitness**  1. Apply the appropriate principles of training (e.g., duration, intensity, frequency, type of activity) that can help them to maintain or improve their:    * Health-related components of personal fitness    * Skill-related components of personal fitness 2. Demonstrate ways to monitor their exertion during training 3. Follow teacher direction and all safety rules to avoid injury 4. Use information from various sources (e.g., teacher, coach, previous performance measurements) to maintain or improve fitness  * **Dynamic warm-up activities & cool down activities**  1. Participate in dynamic warm-up activities cool down activities 2. Describe emergency planning and response considerations for specific activities (e.g., hiking, swimming, boating) | Teachers are encouraged to use classroom strategies that are based on inquiry and differentiated instruction. Rather than teaching content in a passive manner evolve students by engaging them in common questions about your active living topic. When assessing, remember students should be given the opportunity to demonstrate there learning in a variety of ways (not just writing).  GRADE 8 (Cardiovascular fitness)   * What is my active living profile? * Body image myth busting * How does my heart work? * What factors influence the hearts efficiency? * How does lifestyle (smoking, sodium) affect my heart? * How do I calculate my heart rate? What is a good one? * How do I Improve my cardiovascular fitness?   GRADE 9 (Nutrition)   * What is wrong with what we eat? * Don’t we need meat to live (diet choices protein/carbs)? * What is better margarine or butter (good/bad fat)? * Can you live on Subway sandwiches (processed food)? * Skinny people are healthy, right (nutrition myths)? * Are energy drinks bad for you (reading labels)?   GRADE 10 (Training Principles)   * What is my active living profile? * Do you have to weights to train (fitness components)? * Can a basketball player run a marathon (aerobic vs anaerobic training)? * How do you train your muscles for tone or size (strength vs. endurance training)? * Do you need to stretch (importance of flexibility)? * Goal setting, eating for performance and monitoring progress |
| **Learning Outcome & Suggested Achievement Indicators (IRP)**  **SAFETY, FAIR PALY & LEADERSHIP** | **Essential Learning Outcomes (Vanier)**  **SAFETY, FAIR PALY & LEADERSHIP (40% Overall Grade)** |
| * **Daily participation in physical activity** * **Willingness to participate in a variety of physical activities (Active Living)**  1. Participate appropriately in a wide range of activities by demonstrating:    * Punctuality    * Time on task (engagement, attentiveness, following instructions)    * Enthusiasm and enjoyment    * Co-operation  * **Behaviours to reduce risk of injury**  1. Follow personal safety practices during physical activity (e.g., respecting own and others’ abilities and limits, wearing appropriate clothing and footwear, following instructions, knowing and following school and facility-specific emergency plans and procedures) 2. Identify and follow particular rules and guidelines for participating safely in specific activities (e.g., safety procedures in class organization, wearing appropriate clothing for outside activities)  * **Proper use of equipment and facilities**  1. Identify guidelines for proper use of activity-specific equipment, including those relating to    * Using equipment and facility only for its intended purpose    * Care and storage    * Reporting damage 2. Follow activity-specific guidelines for proper use of equipment and facilities (e.g., not bringing food into gym)  * **Respect for rules, team-mates, opponents, and officials**  1. Respect and follow all rules 2. Demonstrate a commitment to competing fairly (e.g., using talent and ability to model for others, following both the spirit and letter of the rules) 3. Demonstrate respect for officials (e.g., accept their decisions without questioning their integrity or ability) 4. Demonstrate respect for their own and others’ individual abilities  * **Etiquette and appropriate expression of emotion in physical activities**  1. Demonstrate emotional self-control (e.g., acting graciously in victory or loss) 2. Demonstrate knowledge of guidelines and etiquette for participation in specific activities (e.g., movements when receiving the serve in badminton)  * **Leadership in specific physical activities**  1. Demonstrate leadership in specific physical activities, such as by:    * Volunteering in class    * Encouraging others    * Demonstrating or modeling specific techniques    * Demonstrating or modeling proper use of equipment    * Initiating equipment Initiating equipment set-up or take-down   **\*\* Grade 10 additional leadership roles include:**  - Leading a group through a drill   * + Planning and leading warm-up or cool down   + Officiating | 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. |