

## PED 10F/20F Course Outline

General Learning Outcomes:

**Movement:** The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

10F – Basic movement skills- Transport- i.e. running, hopping, skipping etc.

Manipulation-rolling, throwing, striking, kicking, catching

Balance- static or with movement

Biomechanics- throwing at a target,

Game Strategy- demonstrating how to win or compete in a game

20F – Awareness of the basic movements and practicing proper technique for specific games.

Biomechanics- applying biomechanical principles to improve skills for specific physical activity  
i.e. rotate trunk and hips while batting

Applying skills and movements during game play

Offensive/Defensive strategies – how you play the game and defend

Indicators: Willingness to participate and seem like you are enjoying it.

Showing an attempt to practice and apply the new skill or improve it.

Demonstrate an attempt to apply skills in game play.

Develop an understanding that physical activity is good for total health.

Actively playing the game, attempting to apply offence and adversely defence.

**Fitness Management:** The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.

10F – Identify skills related to fitness components and the relationship to sport/physical activity

Understand muscular development and apply training techniques to build strength.

Apply the principles of training, conditioning during physical activities

Participate in physical activity that contribute to fitness goals

Maintain proper intensity levels to improve fitness.

Assess ability in one or more skill related component

20F – Evaluate contribution of Fitness Components.

Understand the contribution of exercise and physical activity to optimal health

Investigate the body's response to increased activity levels

Participate in training and conditioning activities that contribute to fitness development

Participate at adequate intensity levels during planned, self directed, or fitness testing activities

Indicators: Show an interest in and responsibility for personal fitness

Contribute to class through regular participation and encourage others to do the same.

Understand physical and performance limitations of self and others.

**Safety:** The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.

10F/20F – Understanding and playing by the rules of the game

- Managing risk behaviours to prevent injury
- Awareness of environment and risks factors to participate safely
- Dress appropriately for activity, and environment
- Safe and proper use of equipment appropriately and respectfully
- Demonstrating good choices to prevent potential safety risks

Indicators: Show respect for safety of self and others.

Show responsibility in following rules and regulations in dealing with safety of self and others.

Respect and proper use of equipment

**Personal Social Management:** The student will demonstrate the ability to develop self-understanding, to make health enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

10F – Examine possible career choices and goal setting

- Examine personal strengths, values, strategies for achieving success and positive self-image
- Communicate to create team dynamics
- Manage conflict and resolve issues to successfully build relationships
- Develop personal/team relationships through activity

20F – Examine attributes and talents across a variety of domains – build self-esteem.

Develop goal setting behaviours and recognize internal/external factors that impact achievement.

Develop skills to manage stress.

Recognizing factors that influence personal or group decisions for active healthy lifestyle.

Indicators: Show a positive attitude toward learning, growth, and personal health.

Be sensitive to the needs and abilities of others.

Demonstrate personal responsibility in daily work and play.

Show a willingness to play fairly and work cooperatively/collaboratively with others.

Show a positive attitude toward change.

Enjoy participation and learning.

### **Grade 9/10 Phys. Ed. – Electronic Journal**

**Expectations:** When students are not scheduled to be in school, they will complete 10 journal entries a month to complete the course. The entries will describe a physical activity the student has engaged in during his or her school day at home.

\*\*\*STUDENTS SHOULD TRY TO BE ACTIVE DURING THEIR DAY AT HOME IN THE SAME TIME SLOT THEIR CLASS IS SCHEDULED DURING THE SCHOOL DAY.

Assessment: Each monthly journal will be marked out of 10. The grades will fall under the course rubric based on information communicated by the teacher (Fitness Management – 70%, Health and Safety – 15%, and Skill Development – 15%).

\*\*\*If a student is missing a journal entry, or there is a lack of acceptable content, he or she will lose a mark for that entry.

Requirements: Each entry must include the following...

- Date and Time of the day
- Activity
- Level of intensity (Light, Moderate, or Vigorous)
- Description – including information about the activity and mental/emotional awareness.

Example:

|  |         |          |  |
|--|---------|----------|--|
| Sept 8, 2020 -<br>9:00am to<br>10:00am | Jogging | Moderate | I jogged for 30 minutes, walked to catch my breath, and finished running close to 10am. I was tired in the morning, but when I finished I felt energized and good about the start to my day. |
|--|---------|----------|--|

**Healthy Lifestyle Practices:** The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

### **Possible Health Component Topics**

|   |
|---|
| Grade 9                                 |
| Fitness and Muscular Development        |
| Career and Goal Setting                 |
| Substance Use/Abuse and Decision Making |
| Human Sexuality                         |
|   |

|   |
|---|
| Grade 10                                      |
| Stress Management and Mental Emotional Health |
| First Aid                                     |
| Fitness and Fit Components                    |
| Substance Use/Abuse                           |
| Human Sexuality                               |
|   |

**Assessment:** Students will be assessed daily during activity class, 70% of this will be based on the **Fitness Management** and **Movement** Outcomes. The teacher will determine what is specifically being assessed based on the lessons taught. Students will also be given **Skills Tests** that fall into the Movement category as well which make up 15% of their final grade. Lastly **Health** Components will be worth 15% of their final mark.

The following rubrics will be used in determining the final grade in this course

## MOVEMENT

**Student acquires movement concepts and skills for safe and functional use in a variety of physical activities and environments.**

4 Very Good    3 Good    2 Basic    1 Limited




Understanding of the basic movement skills.  
 Demonstration of all basic movement skills during activities.  
 Application of appropriate movement skills during activities.  
 Understanding of appropriate safety guidelines for age and ability.  
 Demonstration of age appropriate strategies during games and activities.

## FITNESS MANAGEMENT

**Student acquires fitness concepts and skills that contribute to personal fitness development through a variety of physical activities and fitness development experiences.**

4 Very Good    3 Good    2 Basic    1 Limited



Understanding of fitness concepts including fitness benefits, fitness development, and fitness components.  
 Participation in activities that enhance general fitness.  
 Participation in activities that contribute to aerobic capacity.  
 Understanding of appropriate fitness safety concepts.


## Active Participation in Learning

### AM I HITTING THE TARGET?

Participates in class activities, self-assesses, sets learning goals.

**A Responsible Individual is Someone Who:**  
 Shows interest and asks questions  
 Participates actively for duration of the activity  
 Accepts and uses feedback to improve learning  
 Uses self-assessment for better understanding.

**C U S R**  
 Consistently Usually Sometimes Rarely



## Social Responsibility

### AM I HITTING THE TARGET?

Works well with others; resolves conflicts appropriately, respects self, others and the environment, contributes in a positive way.

**A Responsible Individual is Someone Who:**  
 Shares resources, materials and equipment with others  
 Respects the culture and the learning environment  
 Contributes to a positive learning community  
 Works with a variety of classmates  
 Responds to social behavior of and emotional entry for self and others

**R S U C**  
 Rarely Usually Sometimes Consistently



## Personal Management Skills

### AM I HITTING THE TARGET?

Uses class time effectively, works independently, and completes tasks.

**A Responsible Individual is Someone Who:**  
 Is organized and prepared to participate in all activities  
 Shows patience and persistence and helps when needed  
 Uses class time productively and works independently  
 Makes a consistent effort and demonstrates a strong work ethic  
 Sets personal management goals

**C U S R**  
 Consistently Usually Sometimes Rarely

