

Course **PHYSICAL EDUCATION AND HEALTH 2016 - 2017**

Level Cycle 1 Year 1-2 (Secondary One and Two)

Course Description and objectives

The Physical Education and Health program main objective is to help students increase their motor efficiency through regular physical activity. The program also aims to help students develop psychosocial skills and acquire the knowledge, strategies, attitudes and safe and ethical behaviors required to properly manage their health and well-being. Therefore, upon completion of the program, students will have developed the tools they will use throughout their lives to feel physically and mentally healthy, to feel good about themselves and to live in harmony with others.

Broad Areas of Learning

The broad areas of learning are described on the course outline supplement.

Cross-Curricular Competencies

The cross-curricular competencies are described on the course outline supplement,

Course Topics

The following activities will be covered during Cycle 1 Year 1 & 2, facilities permitting.

SOCCER, GYMNASTICS, BASKETBALL, BADMINTON, SWIMMING, INDOOR GAMES/DRUGS/FITNESS, TRACK AND FIELD, RUGBY/FIELD HOCKEY, HANDBALL, VOLLEYBALL, RHYTHMICS, HEALTH/FITNESS, WRESTLING/SELF DEFENSE

Competencies are progressive, comprehensive and integrated. Development of the competencies will occur through a variety of learning activities. These will require students to engage in both simple and complex learning situations using a wide variety of strategies such as: independent and group-based project work (resulting in oral, written or performance outcomes), field trips, essays, portfolios, student-teacher conferences and quizzes. Assessment of the subject-specific competencies is criterion-based, according to the PHYSICAL EDUCATION AND HEALTH Achievement Scales established by the Ministry of Education, Sports and Leisure.

Assessment

General information and attendance requirements for all courses are described on the course outline supplement. The table below describes the specific competencies and the relative weighting for this subject.

Evaluation – 40% Healthy Life Style

- 40% Performance (Fitness, Individual Skill and Team Play)
- 20% Theory

| Competency | Description | Weighting |
|---|--|-----------|
| 1 Performs movement skills in different physical activity settings | The performance of movement skills involves action, movement, coordination, adjustment, control, sensation and self-expression. The teacher must help students understand and apply the principles of balance and coordination, and combine movement skills and adapt them more efficiently to different physical activity settings. | 33% |
| 2 Interacts with others in different activity settings | Students commit to a process whereby they develop various plans of action to adapt their movements to those of others, to synchronize their movements with those of others and to communicate with each other. (Teamwork) | 33% |
| 3 Adopts a healthy and active lifestyle | Students will learn how to incorporate, into their daily lives, ways of striking a balance between their choice of physical activities and behaviors that are conducive to their health and well-being. | 33% |

Note

The class meets for 73 minutes, four times per 10-day cycle.

REQUIRED MATERIALS

Lock

MANDATORY Huskies uniform

Appropriate athletic shoes

Appropriate outdoor clothing

Bathing Suit and towel

All students **are required** to wear a Physical Education uniform that includes t-shirt and shorts. The Huskies uniform can be purchased in room C-144. In addition, every student **MUST lock** their belongings in the Physical Education locker rooms. The lockers are only to be used during class, intramural or interscholastic activities. Any locks left on the lockers at other times will be **CUT OFF** by the Physical Education staff. **BATHING SUIT and TOWEL** are also required during the swimming unit and must be brought by the student.