

South Slave Divisional Education Council

Physical Education 10

CURRICULUM PACKAGE

February 2012

*Creating
Futures*



2012

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Activity

Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance A10–1	<ul style="list-style-type: none"> • Snowshoe through an obstacle course, and perform cooperative relay races. (Alternative Environment) • Propel through water, using a variety of kicking actions and with the assistance of a floatation device. (Alternative Environment) • Create a dance incorporating assigned movements; e.g., line dance turns, stomps and travel, that were previously learned and practised. (Dance)
Apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance A10–3	<ul style="list-style-type: none"> • Using a station approach, review specific nonlocomotor balances, change of level, base of support and shape. (Types of Gymnastics)
Apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance A10–5	<ul style="list-style-type: none"> • In pairs, challenge one another to work cooperatively, using retaining and passing skills on the move; e.g., dribbling or cradling, and passing. (Games) • Participate in archery and understand the importance of concentration, safety, stance, alignment, anchor and release. (Individual Activities)
Adapt and improve activity- specific skills in a variety of environments; e.g., camping, canoeing, survival skills A10–7	<ul style="list-style-type: none"> • Participate in an orienteering course set up on the school grounds, at a local park or on a camping trip. (Alternative Environment)
Apply the principles of dance to improve performance A10–8	<ul style="list-style-type: none"> • Perform dance steps from a variety of dance forms; e.g., folk, square, novelty, ballroom and jazz, individually, with partners and in small groups. (Dance)
Choreograph and perform dances for self and others; e.g., jazz, social and novelty A10–9	<ul style="list-style-type: none"> • Choreograph and perform dances representing various cultures; e.g., Greek, or eras; e.g., swing. (Dance)
Adapt and improve activity- specific skills in a variety of games A10–10	<ul style="list-style-type: none"> • Work individually and with others to perform activity-specific motor skills within a game; e.g., cricket, curling, team handball. After playing the game, discuss ways to improve game performance. (Games)
Select, plan and create games that incorporate simple and more challenging strategies and tactics A10–11	<ul style="list-style-type: none"> • Create a cooperative game or challenge with a partner or small group that focuses upon the application of specific strategies; e.g., moving into a space, person-to-person defence, getting back into position. Teach the game or activity to the class or another group. (Games)
Apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic A10–12	<ul style="list-style-type: none"> • Create a floor/mat gymnastic sequence with a focus on body movement and control; e.g., balance; weight transfers; pathways; changes of level, shapes and speed. (Types of Gymnastics)
Adapt and improve activity- specific skills in a variety of individual pursuits; e.g., resistance training, aerobics A10–13	<ul style="list-style-type: none"> • Using a checklist, peer coach a classmate to use proper technique for the varied skills being practised in a variety of activities; e.g., half nelson, shot-put, arm/leg curl. (Individual Activities)

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Apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance A10–1	<ul style="list-style-type: none"> • Snowshoe through an obstacle course, and perform cooperative relay races. (Alternative Environment) • Propel through water, using a variety of kicking actions and with the assistance of a floatation device. (Alternative Environment) • Create a dance incorporating assigned movements; e.g., line dance turns, stomps and travels that were previously learned and practised. (Dance)
Benefits Health	
Design, analyze and modify nutrition programs that will positively affect performance in physical activity B10–1	<ul style="list-style-type: none"> • Keep track of the number of calories consumed in a day and the number of calories burned through playing games during that same time period. Achieve a balance between calories consumed and burned. (Games)
Demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness B10–2	<ul style="list-style-type: none"> • Compare cardio-respiratory benefits from participating in different dance forms; e.g., waltz versus polka. Analyze how to ensure greater fitness benefit. (Dance)
Plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration B10–3	<ul style="list-style-type: none"> • Enhance personal fitness by designing weight training activities that focus upon frequency, intensity and duration.(Individual Activities)
Acknowledge and analyze the media and peer influences on body image B10–4	<ul style="list-style-type: none"> • Discuss the images of dancers portrayed by the media; e.g., music videos and television, and create a music video. (Dance) • View a short video clip of Olympic gymnasts. Analyze apparent body types of successful gymnasts. Discuss implications that pressure gymnasts to have this body type. (Types of Gymnastics) • Identify body types, using at least two different resources; e.g., web site, newspaper, and magazine. Find examples of media influence on body image, and role play a positive and negative influence.(Individual Activities)
Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity B10–5	<ul style="list-style-type: none"> • Review a chart of performance-enhancing substances. Identify the consequences and side effects of such substances as they relate to a specific sport. (Games)
Clarify the positive benefits that occur as a result of participation in physical activity B10–6	<ul style="list-style-type: none"> • Discuss the positive benefits of participation in physical activity; e.g., a cross-country ski race in the community, a bicycle race or a hike. (Alternative Environment) • Identify and explain the positive social interaction that occurred as a result of creating a routine with a partner. (Types of Gymnastics)
Understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR) B10–7	<ul style="list-style-type: none"> • Discuss the consequences of inactivity, and then participate in alternative-environment activities that will decrease the risks associated with inactivity; e.g., cross-country skiing, snowshoeing, hiking, swimming. (Alternative Environment)
Select and perform appropriate physical activities for personal stress management and relaxation B10–8	<ul style="list-style-type: none"> • Participate in outdoor pursuits that are beneficial in reducing stress; e.g., nature walks, bike rides, canoeing. Record in a log/journal for one month the stress management or relaxation activities undertaken. (Alternative Environment)

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Benefits Health

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Cooperation	
Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity C10–1	<ul style="list-style-type: none"> • Assume leadership responsibilities, such as working with English as a second language students, officiating and working with students who have disabilities. (Alternative Environment) • Read a fair play code of conduct poster, and sign or initial it to indicate a commitment to the principles of fair play. (Individual Activities)
Discuss issues related to positive athletic/active living role models C10–2	<ul style="list-style-type: none"> • Invite guests from dance clubs in the community to demonstrate and lead dances with the class and to discuss the benefits they get from the dance club; e.g., seniors’ square dance, cultural dance group, children’s tap class. (Dance)
Demonstrate etiquette and fair play C10–3	<ul style="list-style-type: none"> • Identify and list behaviours associated with fair play. Demonstrate positive behaviours during games. (Games)
Describe, apply, monitor and assess leadership and followership skills related to physical activity C10–4	<ul style="list-style-type: none"> • In groups, research a Métis, First Nations or Inuit game. After allowing time for practice, teach the game to the rest of the class. (Games) • Assume various roles with a partner while creating sequences; e.g., matching, mirroring. Understand that both partners must be able to perform the movements in the sequence. (Types of Gymnastics) • Identify positive role models involved in individual activities, such as track and field, wrestling or tae kwon do. List those characteristics that identify these athletes as leaders in their field. Incorporate these characteristics into personal behaviours and monitor ongoing effectiveness through peer observation checklists. (Individual Activities)
Develop and apply practices that contribute to teamwork C10–5	<ul style="list-style-type: none"> • Work with partners, or in small groups, to create a human sculpture focusing on the theme of balance. Try symmetrical, contrast and assisted balances. (Types of Gymnastics)
Identify and demonstrate positive behaviours that show respect for self and others C10–6	<ul style="list-style-type: none"> • Demonstrate respect for rules, etiquette and safety while participating within the community; e.g., during a downhill ski day or at a community bowling lane, community fitness facility or curling rink. (Alternative Environment) • Discuss appropriate social etiquette for dance; e.g., active participation and gracious ways to accept an invitation, and demonstrate these respectful behaviours throughout the unit. (Dance)
Do It...Daily for Life!	
Demonstrate a commitment to an active lifestyle through participation in and out of class D10–1	<ul style="list-style-type: none"> • Prior to a community event; e.g., graduation dance, wedding reception or cultural event, prepare and practise social dances. (Dance) • Create a stacked bar graph that compares your participation in various types of physical activity over a period of time; e.g., compare games, individual activities, dance. Discuss activity choices. (Games)
Develop a personal plan that is self-motivating and encourages ongoing participation D10–2	<ul style="list-style-type: none"> • Assess personal fitness level, and design a training program to develop personal fitness goals. (Individual Activities)

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Do It...Daily for Life!

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<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Select and apply rules, routines and procedures of safety in a variety of activities D10–3	<ul style="list-style-type: none"> Identify areas within the gymnasium or gymnastic facility that may increase the risk of injury, and demonstrate appropriate actions to eliminate injury or risk. (Types of Gymnastics)
Analyze, design and assess warm-up and cool-down activities D10–4	<ul style="list-style-type: none"> Through participation, compare and contrast the warm-ups and cool-downs that might be done by different types of dancers; e.g., Ukrainian, ballet, Métis, First Nations, Inuit. (Dance)
Define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others D10–5	<ul style="list-style-type: none"> Review survival skills, using simulations in various alternative environments; e.g., aquatics, outdoor pursuits. Listen to a presentation by a local biologist or Aboriginal Elder about the indigenous plants in the surrounding area that could be used for survival. (Alternative Environment) Create a safety checklist for equipment. At the beginning of each class, assume responsibility for setting up equipment and go through the checklist to ensure it is safe. Have your safety assessments double-checked by the teacher.)Types of Gymnastics)
Analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life D10–6	<ul style="list-style-type: none"> Keep a log of physical activity participation during the week. Then set goals for the following week to incorporate alternative-environment activities into leisure time. Use a peer monitoring strategy to review goal attainment. (Alternative Environment)
Investigate participation in community activity programs for all ages and the influences that affect participation D10–8	<ul style="list-style-type: none"> Identify those factors that influence the level of participation in community activity programs. Plan a personal activity program that uses community facilities. (Games)
Demonstrate decision-making skills that reflect choices for daily activity within the school and the community D10–9	<ul style="list-style-type: none"> List recreational programs that meet personal fitness needs; e.g., private gym programs or community-based sport, and visit various sites, if possible, to experience an activity in a different location. (Individual Activities)