

South Slave Divisional Education Council

Physical Education 20

CURRICULUM PACKAGE

February 2012



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CONTENTS

PHYSICAL EDUCATION 20 _____ **4**

PHYSICAL EDUCATION 20

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>
Analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance A20–1	<ul style="list-style-type: none"> • Develop a functional level of competence in alternative- environment skills, by experiencing opportunities for guided and individual practice; e.g., while cycling—changing gears, braking, off-road travel. (Alternative Environment) • Refine hurdling technique. Observe and give feedback to a partner on a three-hurdle course in which there is a choice of heights for the hurdles. (Individual Activities)
Analyze, evaluate and modify performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance A20–3	<ul style="list-style-type: none"> • Complete a checklist that identifies nonlocomotor skills used in various dances. Then discuss and apply ways to improve performance. (Dance)
Analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance A20–5	<ul style="list-style-type: none"> • Based on established criteria, assess skill execution within game scenarios. Then provide feedback to a partner on how to improve performance. (Games) • Create a small group floor/mat routine, based upon a particular theme, which includes the use of manipulatives; e.g., hoops, balls, skipping ropes. (Types of Gymnastics)
Develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkelling progressing to scuba diving A20–7	<ul style="list-style-type: none"> • Experience a number of increasingly more challenging aquatic activities through the development of specific skills; e.g., snorkelling, scuba, underwater hockey, diving, water polo, synchronized swimming, aquasize. (Alternative Environment)
Develop and perform more complex dances A20–8	<ul style="list-style-type: none"> • Create and add more complexities to a line dance; e.g., turns, change of direction, expressive arm/leg movements, equipment such as ropes or hoops. (Dance)
Choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty A20–9	<ul style="list-style-type: none"> • Using a variety of resources; e.g., Internet and CDROMs, research the development of various dances, taking into consideration differences in individual abilities, interests, gender and cultural backgrounds. Demonstrate and lead the class in a dance, with appropriate explanation. (Dance)
Develop and refine activity- specific skills in a variety of games A20–10	<ul style="list-style-type: none"> • Using stations and task cards, practise specific games skills as individuals, with a partner or within a group; e.g., overhead pass, jump shot, screen. (Games)
Apply the relationship among skills, rules and strategies in the creation and playing of games A20–11	<ul style="list-style-type: none"> • Lead peers through the playing of an innovative game that has been designed to fit within a particular type of game structure; e.g., indicate the similarities between the rules, skills and strategies of the innovative game and the rules, skills and strategies of other known games of a similar nature—basketball, soccer, hockey. (Games)
Apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group A20–12	<ul style="list-style-type: none"> • Create a three- or five-person pyramid, using a solid base and safe dismounts. (Types of Gymnastics)
Develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense A20–13	<ul style="list-style-type: none"> • Develop specific skills for wheel-based activities; e.g., inline skating, unicycling, skateboarding, cycling. (Individual Activities) • Take part in an Inuit leg wrestling challenge. (Individual Activities)

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Activity

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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>
Benefits Health	
Compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition B20–1	<ul style="list-style-type: none"> • Discuss carbohydrate loading as it pertains to different performance activity units. Interview an active living role model or athlete who might use carbohydrate loading in order to achieve fitness goals. (Alternative Environment) • Compare the nutritional requirements needed for a basketball game as compared to a long distance run. Participate in each activity to assist with the comparison. (Games) • Discuss or write about the benefits of healthy eating habits. Implement a change in personal eating habits, and monitor results over one month. Discuss the changes experienced. (Types of Gymnastics)
Add to the variety of ways for achieving a personal functional fitness level B20–2	<ul style="list-style-type: none"> • Experiment with a variety of dances, and determine different levels and types of fitness required for each. Discuss how improved fitness affects performance. (Dance) • Participate in an active game that will enhance different components of functional fitness, then identify and analyze those components. (Games) • Through testing, identify a weak area of fitness. Using a variety of games-related activities, design a program to improve fitness; e.g., use a medicine ball circuit to improve core body strength. (Games)
Plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity B20–3	<ul style="list-style-type: none"> • Work with other students to design, perform and evaluate fitness plans, incorporating: <ul style="list-style-type: none"> ○ the principles of training—progression, overload and specificity ○ knowledge of cardio-respiratory, muscular and skeletal systems. (Individual Activities)
Interpret the impact of the media and peer influences on body image B20–4	<ul style="list-style-type: none"> • Review various messages related to body image presented in the media; e.g., models, body builders. Critique and compare media images with your own personal and preferred body images. (Types of Gymnastics)
Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity B20–5	<ul style="list-style-type: none"> • Discuss the consequences of performance-enhancing substances. Discuss how participation in activities without these substances is a much healthier, safer and more ethical choice. (Individual Activities)
Analyze the positive benefits gained from physical activity B20–6	<ul style="list-style-type: none"> • Calculate working heart rate (220 – age) K 70% and maximum heart rate (220 – age) K 85%. Monitor progress to see how different dances raise heart rate closer to the maximum heart rate. (Dance)
Understand the consequences and risks associated with an inactive lifestyle B20–7	<ul style="list-style-type: none"> • Research the benefits of increasing an area of functional fitness; e.g., muscular strength, endurance or flexibility, and discuss the impact of inactivity on this component of fitness. (Alternative Environment)
Design and implement a plan for personal stress management B20–8	<ul style="list-style-type: none"> • After exposure to a wide variety of stress management techniques; e.g., tai chi, yoga, identify relaxation techniques and stress management strategies to alleviate stress. Design a plan to use these strategies when feeling stressed. (Individual Activities)

PHYSICAL EDUCATION 20

Benefits Health

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Cooperation	
Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity C20–1	<ul style="list-style-type: none"> • Work together to create a balance or a pyramid, demonstrating collaborative action. (Types of Gymnastics) • When learning challenging circus specialty techniques; e.g., unicycling, using stilts, juggling, record your feelings; e.g., frustration, pride. Discuss the effect of the optimal challenge level—is it exciting or is it boring. (Individual Activities)
Demonstrate an understanding of behaviour appropriate to positive active living role modelling C20–2	<ul style="list-style-type: none"> • Make connections between developing upper-body strength in gymnastics and complementary active lifestyles. (Types of Gymnastics)
Demonstrate etiquette and fair play C20–3	<ul style="list-style-type: none"> • Generate examples of behaviours that show fair play in physical activities; e.g., positive feedback, showing respect for officials. After participating in games, assess self and others using established criteria. (Games)
Apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community C20–4	<ul style="list-style-type: none"> • Organize and lead an aquatics fitness class for peers or members of the larger community. (Alternative Environment) • In small groups, teach a new street or line dance to the class or another group. As an individual, assess instructional performance, making recommendations for improvement. (Dance)
Develop and apply practices that contribute to teamwork C20–5	<ul style="list-style-type: none"> • In small groups, plan all meals for the group prior to a backpacking trip. (Alternative Environment) • Develop strategies with a partner, when playing doubles court games; e.g., in tennis, move as a unit up and back. (Games)
Identify and demonstrate positive behaviours that show respect for self and others C20–6	<ul style="list-style-type: none"> • Generate and demonstrate criteria for dance etiquette within a social dance context. (Dance)
Do It...Daily for Life!	
Model an active lifestyle D20–1	<ul style="list-style-type: none"> • Choose one individual activity in which to take part for at least 20 minutes per day, 3 days per week. Monitor activity by keeping an activity log for one month. (Individual Activities)
Refine a personal plan that is self-motivating and encourages ongoing participation D20–2	<ul style="list-style-type: none"> • Develop an activity log that keeps track of personal participation over a 12-week period. Set realistic, yet challenging personal goals to reach over this time period, and assess performance at the end of this time. (Games)
Develop and apply safety standards and rules in a variety of activities D20–3	<ul style="list-style-type: none"> • Create a floor routine, using a variety of equipment, and diagram it on paper. The diagram should outline safety features to take into consideration when setting up the equipment and performing the routine. Demonstrate these features during the performance. (Types of Gymnastics)
Analyze, design and assess warm-up and cool-down activities D20–4	<ul style="list-style-type: none"> • At the end of the class, share a cool-down stretch and relaxation routine. (Types of Gymnastics)
Demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others D20–5	<ul style="list-style-type: none"> • Learn cardiopulmonary resuscitation (CPR), and upon completion, experience a mock emergency scenario to react within different situations; e.g., cross-country ski trip, hiking or camping trip. (Alternative Environment) • Identify potential injuries that could be incurred in a chosen individual activity. Demonstrate ways to prevent such injuries. (Individual Activities)

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Do It...Daily for Life!

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Determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges D20–6	<ul style="list-style-type: none"> • Discuss how such factors as gender, culture, environment and cost may influence a person’s activity choices. Design an alternative- environment program for the class considering these factors and including long-term and intermediate goals. (Alternative Environment)
Perform service, leadership and volunteer work related to physical activity, in the school and/or community D20–8	<ul style="list-style-type: none"> • Assist in facilitating a dance event in the school or in the community. (Dance) • Plan, publicize and lead a games theme night or intramural program at the school for other students. Themes could include: A Tribute to Active Living, Games Across the Globe, Mini-Olympics. (Games)
Evaluate the issues that affect decision making in relation to being active daily D20–9	<ul style="list-style-type: none"> • Identify factors that affect ability to be active on a daily basis. Determine those that are insurmountable and those that can be overcome. Create a one-week schedule of daily activity. (Alternative Environment)