

South Slave Divisional Education Council

Physical Education 30

CURRICULUM PACKAGE

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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>
Analyze, evaluate and adapt performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance A30–1	<ul style="list-style-type: none"> • In small groups, perform a progression of skill-building drills, focusing on activity-specific motor skills; e.g., front crawl, j-stroke, snowshoeing. Then work in groups to create your own drills to improve performance. Analyze the drills for efficiency and make modifications to enhance your own performance and the performance of others. (Alternative Environment) • Use a videocassette to self-assess techniques in a track and field event; e.g., hurdling, sprint starts, javelin, high jump, then practise techniques to make appropriate improvements. (Individual Activities)
Analyze, evaluate and adapt performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance A30–3	<ul style="list-style-type: none"> • Create and perform a dance in the style of “Stomp,” where rhythmic activities are performed on the spot using various sources of percussion; e.g., garbage cans, pop bottles, plastic bags. (Dance) • Using task cards, select and modify challenging partner balances, while receiving feedback on such things as symmetry and control. (Types of Gymnastics)
Analyze, evaluate and adapt performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance A30–5	<ul style="list-style-type: none"> • Participate in a written project that breaks down and explains the basic steps of one golf shot; e.g., chip shot, putt, drive. Teach these steps to the rest of the class. (Games)
Recommend and relate a choice of activity-specific skills in an alternative environment to meet activity goal; e.g., river canoeing versus flat water canoeing A30–7	<ul style="list-style-type: none"> • As a group, choose different activities to participate in during a camping trip; e.g., canoeing, hiking, swimming. Plan the trip to allow for the development and practice of particular skills associated with these activities. (Alternative Environment)
Develop, refine and perform more complex dances A30–8	<ul style="list-style-type: none"> • In pairs, choreograph and teach a ballroom dance for a chosen piece of music. (Dance)
Choreograph, perform and critique dance for self and others; e.g., jazz, social and novelty A30–9	<ul style="list-style-type: none"> • Create and then perform a “Stomp” dance sequence at a noon-hour recital for the whole school. (Dance)
Develop and further refine activity-specific skills in a variety of games A30–10	<ul style="list-style-type: none"> • Create skill-development strategies to enhance an activity-specific skill; e.g., defensive positioning, advantage tactics in soccer. (Games)
Apply and analyze the relationship among skills, rules and strategies in the creation and playing of games A30–11	<ul style="list-style-type: none"> • Select familiar game structures and adapt them to design other types of games; e.g., adapt six-per-side indoor volleyball to three-per-side outdoor volleyball. (Games)
Refine and transfer the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group A30–12	<ul style="list-style-type: none"> • Develop a 3-minute floor routine that incorporates locomotor, nonlocomotor and manipulative skills. Act as a peer judge, using pre-established criteria, to assess classmates’ performances. (Types of Gymnastics)
Recommend a choice of activity-specific skills in pursuing lifelong individual activities; e.g., cycling A30–13	<ul style="list-style-type: none"> • Develop lists of activity-specific skills necessary to competently perform activities; e.g., the skills of spotting and lifting technique should be mastered to take part in a weight training program. Peer coach one another during activities. (Individual Activities)

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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>
Benefits Health	
Design and justify nutrition plans that will positively affect performance for a variety of physical activities; e.g., triathlon training versus fitness maintenance B30–1	<ul style="list-style-type: none"> • Plan meals that correspond with the energy needed during a wilderness excursion; e.g., what kind of food should be packed for winter camping versus that needed for summer camping? Apply this knowledge during a practical experience. (Alternative Environments) • Develop nutrition programs needed for various types of individual activities; e.g., weight training programs versus long distance running. (Individual Activities)
Appraise different activities and their effects on a personal functional level of fitness B30–2	<ul style="list-style-type: none"> • Select and lead a game of interest. Compare the fitness requirements of the game; e.g., muscular strength and endurance, with your personal level of fitness. Answer the following questions: <ul style="list-style-type: none"> ○ What performance modifiers would enhance fitness for this game; e.g., diet, rest, training? ○ What would you do to raise your personal performance for this game? (Games)
Evaluate, monitor and adapt fitness plans for self and others, applying the principles of training B30–3	<ul style="list-style-type: none"> • Identify various activities in the everyday lifestyle of Aboriginal people, and indicate how these activities are of benefit to basic personal fitness. Compare traditional Aboriginal activities to current lifestyles. (Individual Activities)
Interpret and evaluate the impact of the media and peer influences on body image B30–4	<ul style="list-style-type: none"> • Discuss the image of dance and dancers in the community and school cultures. (Dance)
Discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity B30–5	<ul style="list-style-type: none"> • Discuss the pressures for elite gymnasts to maintain flexibility and a low percentage of body fat. Discuss strategies to re-educate athletes, and provide alternatives to using damaging substances; e.g., birth control pills before menarche, or engaging in dangerous nutritional habits; e.g., eating tissue paper to fill stomach. Role play the participant, coach and parent. (Types of Gymnastics)
Predict the positive benefits gained from physical activity B30–6	<ul style="list-style-type: none"> • Set specific goals pertaining to functional fitness in a number of alternative-environment activities; e.g., increase predicted VO₂ max through cross-country skiing, and monitor this while participating. (Alternative Environments) • Participate in different types of games; e.g., territory, court, target and net, and compare the different health benefits of each. (Games)
Understand the consequences and risks associated with an inactive lifestyle B30–7	<ul style="list-style-type: none"> • Compare the health-related benefits for those individuals engaged in regular dance programs versus those who do not participate in dance. (Dance) • Develop progressions of gymnastic activities that parents could use to maintain or enhance functional fitness; e.g., maintaining strength through balances. Demonstrate the activities for parents. (Types of Gymnastics)
Monitor and evaluate the plan for personal stress management B30–8	<ul style="list-style-type: none"> • Develop strategies to cope with the stresses imposed by large performances; e.g., a school assembly, a competition. (Types of Gymnastics)

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Benefits Health

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>
Cooperation	
Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity C30–1	<ul style="list-style-type: none"> Review and critique a classmate’s journal of feelings and experiences over the duration of the dance unit. (Dance)
Discuss issues related to active living C30–2	<ul style="list-style-type: none"> Integrate the concept of active living with another subject area; e.g., in social studies, discuss active living from a cultural perspective. (Individual Activities)
Demonstrate etiquette and fair play C30–3	<ul style="list-style-type: none"> Develop a code of conduct for spectators and judges during the performance of student routines, and monitor its use. (Types of Gymnastics)
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 C30–4	<ul style="list-style-type: none"> Organize, promote and conduct a winter carnival event; e.g., intramurals for a junior high school. (Alternative Environment) Develop leadership abilities by working with a mentor of your choice; e.g., coach, official, teacher. In preparation: <ul style="list-style-type: none"> Determine personal leadership strengths and interests Arrange the mentorship Decide on the goals of the mentorship Evaluate personal leadership performance during mentorship. (Games) Choose an individual activity to teach to other students; e.g., inline skating, snowboarding, juggling, jumping rope. (Individual Activities)
Develop and apply practices that contribute to teamwork C30–5	<ul style="list-style-type: none"> Create an outdoor obstacle course that encourages positive communication and cooperative skills while planning. (Alternative Environment) Participate in games with modified scoring systems, which award more points to teams when all members of the team are involved in creating a scoring opportunity. (Games)
Identify and demonstrate positive behaviours that show respect for self and others C30–6	<ul style="list-style-type: none"> Organize a field trip, invite performers to class, or watch a videocassette to learn dances from other cultures. Discuss the nature and implications of the different dances; e.g., watch a Ukrainian dance performance, and then practise and perform routines during class. (Dance)
Do It...Daily for Life!	
Model an active lifestyle D30–1	<ul style="list-style-type: none"> Keep an activity log throughout the term. Graph the results to see the seasons in which you tend to be more active, and discuss how individual activities could be scheduled into those months where there is low physical activity involvement. (Individual Activities)
Recommend future changes and modifications to one’s personal plan to maintain a healthy, active lifestyle D30–2	<ul style="list-style-type: none"> Set immediate, short-term and long-term goals based on health-related fitness assessment results; and monitor these goals. (Individual Activities)
Develop and apply safety standards and rules in a variety of activities D30–3	<ul style="list-style-type: none"> Work in small groups to develop rules, procedures and safety practices for participation in a variety of game structures. Share the results with the class, and demonstrate developed practices during activity. (Games)
Analyze, design and assess warm-up and cool-down activities D30–4	<ul style="list-style-type: none"> Develop plans and lead others in warm-ups or cool-downs for a specific lesson. Consider the: <ul style="list-style-type: none"> Purpose and progression of the warm-up Appropriateness and relatedness of the warm-up to the activity. (Types of Gymnastics)

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Do It...Daily for Life!

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 the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others D30–5	<ul style="list-style-type: none"> • Design a first-aid kit that contains relevant supplies to treat potential hazards in a wilderness setting; e.g., candle for warmth, rope to build a stretcher. (Alternative Environment) • Using task cards that describe athletic injuries; e.g., sprained ankle, broken arm, dislocated finger, practise with a classmate appropriate techniques to treat the injuries; e.g., rest, ice, compress, elevate. (Types of Gymnastics)
Evaluate and revise short- and long-term activity goals that will continue to provide personal challenges D30–6	<ul style="list-style-type: none"> • Assess how dance can become an integral component in maintaining functional fitness. Identify clubs in the community where you can teach or take part in classes on a regular basis. (Dance)
Perform service, leadership and volunteer work related to physical activity, in the school and/or community D30–8	<ul style="list-style-type: none"> • Conduct school and community orienteering for groups of varying ages and abilities; e.g., a fun run. Answer questions, such as: <ul style="list-style-type: none"> ○ How can you increase the involvement of both men and women from different age groups and different cultures? ○ How can activities for groups with varying abilities be promoted? (Alternative Environment)
Develop strategies to offset influences that limit involvement in physical activity D30–9	<ul style="list-style-type: none"> • Develop a positive mind set toward dance and its benefits, through active participation in traditional dances from diverse heritages. (Dance) • Identify reasons, such as culture, gender, cost and ability, for not participating in a variety of games; e.g., golf may be viewed as being expensive and time intensive. Develop strategies to increase involvement and overcome barriers. (Games)