

# COURSE DESCRIPTOR

**Subject Area:** Physical Education  
**Course/Level:** Senior High Physical Education **2100 and 2101**

## Authorized Resources

<i>Fitness for Life 5<sup>th</sup> edition</i>	ISBN: 0-7360-4673-9
<i>GameSkills: A Fun Approach to Learning Sport Skills</i>	ISBN: 0736002030
<i>Multicultural Folk Dance Treasure Chest, Volumes 1 &amp; 2</i>	ISBN: 0880119608
<i>More Team Building Challenges</i>	ISBN: 0873227859
<i>Quality Lesson Plans for Secondary Physical Education</i>	ISBN: 0-7360-4485-X

## Recommended

<i>Multi-cultural Approach to Physical Education</i>	ISBN: 0736038825
<i>Sport Progressions</i>	ISBN: 0-7360-3385-8
<i>More Team-Building Activities</i>	ISBN: 0-9662341-7-0
<i>Teaching Orienteering 2nd Ed.</i>	ISBN: 0-88011-804-0
<i>Adapted Games and Activities</i>	ISBN: 0736054324
<i>Swiss Ball Exercises.</i>	
<i>Abdominals Exercises</i>	
<i>Fitness for Life Physical Activity Pyramid for Teens Poster</i>	

## Philosophy

Student participation in a strong physical education curriculum is a key contributor to overall wellness and the development of positive attitudes towards physical activity and active living throughout life. The continued participation in physical education during the senior high school years is extremely important for students to maintain a focus on their level of wellness and health.

*The Senior High Physical Education 2100 and 2101 Curriculum* has been designed for students and teachers to engage in and gain experience in a variety of activities that contribute to the learning and development of movement competency in motor skills, the development of active lifestyles and the practice/use of cooperation and leadership skills. The specific curriculum outcomes for Physical Education 2100 and 2101 will be attained by teachers and students as they engage in various activities and movement experiences in **three movement categories** or groupings:

### Individual/Partner Activities

### Games/Group Activities

### Alternative Activities

Key Features of the *Senior High Physical Education 2100 and 2101 Curriculum* include:

- Students will develop their physical literacy and movement competency in a variety of activities.
- Provides opportunities for students to develop personal movement skills and personal wellness that contribute to an active lifestyle throughout life.
- Challenges the high school learner to learn and engage in various exercises and activities that contribute to overall wellness and fitness.
- Provides opportunities for teachers and students to work together in selecting the activities in which teachers and students participate.

All activities in which students participate incorporate the three dimensions of movement:

- Psychomotor (Moving and Doing)
- Cognitive (Understanding and Applying)
- Affective (Cooperation and Responsibility)

The Physical Education 2100 and 2101 curriculum is organized into three Movement Themes; **two activity choices from each of the movement categories are mandatory (see charts below).**

- Individual/Partner Games and Activities
- Games/Group Activities
- Alternative Activities

**Teachers and students work collaboratively to:**

- select the activities in which students participate
- participate in activities that have relevance and provide meaning to students

Once the minimum requirements have been met, teachers and students can choose activities from any of the categories to complete the remainder of the program.

The course design allows schools to take advantage of their unique settings and learning opportunities, while providing depth and balance to the student learning experience.

### Physical Education 2100 Activity Selections

<b>Movement Physical Education Category</b>	<b>Number of Activities from Each Category</b>	<b>Minimum Number of Classes/Time per Activity Choice</b>	<b>Maximum Number of Classes/Time per Activity Choice</b>
Individual/Partner Games and Activities	Fitness + 1 other selection	5 per selection (275 minutes)	8 per selection (440 minutes)
Games/Group Activities	Team Building + 1 other selection	5 per selection (275 minutes)	8 per selection (440 minutes)
Alternative Activities	Rhythmic + 1 other selection	5 per selection (275 minutes)	8 per selection (440 minutes)
Other Choices	<u>From any category</u> <u>From any category</u>	5 per selection (275 minutes)	8 per selection (440 minutes)

### Physical Education 2101 Activity Selections

<b>Movement Physical Education Category</b>	<b>Number of Activities from Each Category</b>	<b>Minimum Number of Classes/Time per Activity Choice</b>	<b>Maximum Number of Classes/Time per Activity Choice</b>
Individual/Partner Games and Activities	Fitness + 1 other selection	5 per selection (275 minutes)	8 per selection (440 minutes)
Games/Group Activities	Cooperative Games + 1 other selection	5 per selection (275 minutes)	8 per selection (440 minutes)
Alternative Activities	Any two selections from alternative	5 per selection (275 minutes)	8 per selection (440 minutes)
Other Choices	<u>From any category</u> <u>From any category</u>	5 per selection (275 minutes)	8 per selection (440 minutes)

## **EVALUATION:**

A student's evaluation will come directly from their participation and engagement in various activities that lead to the attainment of curricular outcomes.

Students' evaluation will come from the following three categories:

- Participation 60-70%
- Leadership and Group Interaction 10-15%
- Health/Fitness 15-25%

### ***Participation***

**60-70%**

**Criteria for evaluation include:**

- Readiness, Proper Attire, Punctuality
- Warm-up/Outcome attainment
- Activity/Outcome attainment
- Level of engagement in activities/games/events
- Engagement in learning, developing and refining of skills (Physical Literacy)
- Students' acceptance of roles, responsibilities and protocols for enjoyment of activities
- Students' participation and integration with students of all interests and skill in all activities

### ***Leadership and Group Interaction***

**10-15%**

Leadership and group interaction is an integral component of a positive learning environment. Students are expected to contribute to the success of self and others as well as strive to enrich the experience for others.

**Criteria for evaluation include:**

- Group interaction (including respect for others and self)
- Assumption of group roles
- Responsible Leadership
- Positive/Appropriate Behaviors
- Considerations for Safety
- Equipment Set-up/Respect for Equipment and Facility

### ***Health/Fitness***

**15-25%**

Fitness is something that weaves throughout all activities. An actual fitness unit or series of classes could also form the basis of this component of the evaluation.

**Criteria for evaluation include:**

- Participation and engagement in a variety of fitness pursuits
- Use of various components of physical fitness to form the basis of evaluation
- Self evaluating and setting of personal fitness goals
- Working towards maintaining and/or improving personal fitness
- Cooperation and interaction with classmates and teacher
- Incorporating various fitness appraisals, goal-setting exercises, journals and activity logging.

Fitness appraisals, if chosen as an activity in the curriculum, should be done so with the utmost care and sensitivity. The intent of participation in appraisals should be the educational value of these activities.

- **If a student chooses to participate in fitness appraisals, how well a student scores is NOT to be used to provide actual marks/grades for that student.**
- **If a grade is to be awarded it is to be based solely on a student's active participation in fitness appraisal activities.**