



I. Key Message/Expectations

In this Physical Education class students will explore multiple team, individual and alternative activities and sports. Throughout the course students will traverse through the many angles of physical literacy and learn ways to enhance an active, healthy lifestyle. Class expectations are as listed:

- Come to class prepared! Proper active wear and shoes are expected, examples are listed:
 - Appropriate athletic shirt, shorts or pants in which you can be active in
 - Shoes must be non-marking
 - Anything that might get snagged or caught on something must be removed for safety
- Arrive to class on time
- Respect the space and equipment! (wherever we are)
- Respect each other! We will be doing a number of activities where cooperation is key, some examples of respect:
 - Positive language and inclusivity
 - An appropriate amount of competitiveness
- Students are expected to participate safely in class and to the best of their abilities
- Students who are hurt, injured or are unable to participate in regular activities are required to let their teacher know immediately so modified and adapted participation can take place

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FAILURE TO MEET THESE EXPECTATIONS WILL BE ADDRESSED

II. Course Overview

This Physical Education course will have a balance between team, individual and alternative activities among learning how to live/improve a healthy lifestyle. Within our activities will be a mixture of familiar and less familiar activities that will require students to explore the

dimensions of physical literacy. This Physical Education program will follow the themes from the Alberta Program of Studies. These themes are:

- Activity
- Benefits to health
- Cooperation
- Do it Daily for life.

To be successful in this class it is recommended to follow the expectations listed above, be an active participant of the class and have the willingness to cooperate with peers.

III. Scope and Sequence

Students total mark be marked on:

Activity.....30%

- Skills and knowledge

Benefits to health/Do it daily..... 30%

- Self reflections, effort, safety

Cooperation and Participation..... 40%

- Fair play, participation, teamwork

Total Mark.....100%

Tentative Schedule/Units (Subject to change)

Unit	Timeframe	Example of Components
Invasion/Cooperative Games/Volleyball	Sept 2 - Sept 30	Kickball, capture the flag, soccer, ultimate frisbee, volleyball
Net/Catch and Throw Games	Oct 1 - Oct 31	Tchoukball, handball, dodgeball, spikeball
Basketball	Nov 1 - 21	Individual skills and team basketball
Fitness/Leadership	Nov 21 - Dec 5	Personal fitness, peer led activities
Winter Activities/Team Sports	Dec 5 - Feb 28	Skating, curling, basketball, floor hockey, indoor soccer, etc
Dance	March 1 - March 15	Line dancing, partner dancing, Indigenous themes
Individual Sports	March 15 - April 15	Badminton, gymnastics, wrestling
Outdoor Summer Sports	April 15 - End of school	Track and field, softball, swimming

IV. Teaching Methodology

This course will have a mixture of sports with different ways to modify and accommodate the needs of students. Progressions will be used to introduce and improve students skills in activities. Modifications and progressions require students to participate to the best of their ability no matter the skill level to see the improvement and benefits. Throughout the course student input will be considered so please do not hesitate to put forth ideas of different activities. All students will be respected and valued for their individual abilities and personalities and are strongly encouraged to share them with the class.

V. Assessment

Students will be assessed based on locomotor, non-locomotor and manipulative skills in activities (**Activity**). As well as the knowledge about how/when the skills are implemented in specific activities (**Activity**). There will also be self assessment components, in regards to effort, cooperation and safety, that will be averaged with teacher observations (**Benefits to health/Do it daily**). All three of these assessments will be inputted in PowerSchool throughout the term. Furthermore, every two weeks students, regardless of the current unit, will receive a mark based on their participation and cooperation every day in PE. (**Cooperation and Participation**). Formative feedback will be consistently given throughout classes as students progress through new skills and work cooperatively.

VI. Resources

Please refer to the [Alberta Education Physical Education Program of Study](#) (Grades 7-12) for reference to the curriculum.