



Course Outline: Physical Education 12

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Reporting Procedure:

- Ongoing progress will be available on myedbc and google classroom
- At mid-course, there will be a progress report
- There will be a formal, summative report at the end of the course

Assessment:

Student assessment will be based on the learning outcomes in the following curriculum areas

Personal Responsibility and Leadership 30 %

Active Living - 30%

Fitness and Conditioning – 30%

Outdoor Education – 10%

For the purpose of reporting to parents the following grading will be used:

A	86% - 100%	B	73% - 85%	C+	67% - 72%
C	60% - 66%	C-/P	50% - 59%	I/F	Below 50%

BIG IDEAS *Students are expected to understand the following:*

1. Physical activity is an important part of overall health and well-being.
2. Finding enjoyable activities can motivate people to participate more regularly in physical activity.
3. Safely participating in activities and avoiding injury can sustain lifelong physical activity.
4. Preparation and organization helps people engage more regularly in



physical activity.

5. Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.
6. Knowing how our bodies move and function helps us to stay safe during exercise.
7. Following proper training guidelines and techniques can help us to reach our health and fitness goals.
8. Making healthy choices can help us to reach our health and fitness goals.
9. Participation in outdoor activities allows for the development of skills in a complex and dynamic environment.
10. Spending time outdoors allows us to develop an understanding of the natural environment.
11. Participating safely in outdoor activities requires communication, teamwork, and collaboration.

CURRICULAR COMPETENCIES *Students are expected to be able to do the following:*

Active Living:

1. Demonstrate safe and appropriate participation in physical activities
2. Demonstrate appropriate movement skills for a variety of physical activities and environments
3. Refine strategies to effectively participate in a variety of physical activities
4. Employ tactics to increase their chances of success in a variety of physical activities
5. Describe and analyze the impact of various types of physical activities on health and mental well-being
6. Plan ways to overcome potential barriers to participation in physical activities
7. Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other physical activities
8. Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities
9. Demonstrate the ability to apply health knowledge and healthy living skills in making reasoned decisions related to their personal health and well-being

Fitness and Conditioning:

10. Participate daily in physical activities designed to enhance and maintain health components of fitness
11. Identify, apply, and reflect on strategies utilized to pursue personal fitness goals
12. Plan ways to overcome potential barriers that affect participation in fitness and conditioning activities
13. Analyze and critique health messages from a variety of sources and describe their potential influences on health and well-being
14. Analyze and critique a variety of fitness myths and fads
15. Identify and describe how muscles produce movement in different parts of the body and how to train those muscles
16. Identify and describe the influences of different training styles on fitness results
17. Demonstrate appropriate exercise techniques for a variety of fitness activities
18. Create and implement a personalized fitness program

19. Identify and describe how different types of fitness activities influence the muscular system and the cardiovascular system
20. Identify and analyze the relationship between healthy eating, overall health, and performance in fitness activities

Outdoor Education:

21. Participate in and lead a variety of outdoor activities
22. Develop and demonstrate a variety of skills for outdoor activities
23. Explain how developing competence in outdoor activities can increase confidence and encourage lifelong participation
24. Analyze and explain nutritional considerations and other requirements for preparation for and participation in outdoor activities
25. Explain how developing competence in outdoor activities can increase confidence and encourage lifelong participation
26. Collaborate with others in a variety of outdoor activities
27. Plan and implement ways to reduce potential impacts of outdoor activities on the local environment
28. Demonstrate awareness of cultural sensitivities regarding the use of outdoor locations

Leadership and Social Responsibility:

29. Collaborate with others in a variety of activities
30. Demonstrate a variety of leadership skills in different types of physical activities; environments and fitness activities
31. Demonstrate appropriate behaviours in different types of physical activities; environments and fitness activities
32. Use applicable communication and leadership skills when interacting with others
33. Apply safety practices in different types of activities, for self and others
34. Demonstrate responsibility for personal safety and the safety of others
35. Anticipate and manage risks during different types of outdoor activities
36. Demonstrate appropriate responses to emergency situations

CURRICULAR CONTENT *Students are expected to know the following:*

1. proper physical movement patterns, including non-locomotor, locomotor, and manipulative skills
2. rules and guidelines for different types of sports and activities
3. physical activity safety and etiquette
4. benefits of physical activities to health and mental well-being
5. techniques for organizing and supervising activities
6. ways to train the muscular and cardiovascular systems
7. muscular system
8. cardiovascular system
9. components of an exercise session — warm up — exercise portion — cool down
10. exercise safety and etiquette — breathing techniques — proper use of equipment and facilities — spotting and working out with a partner
11. ways to monitor and adjust physical exertion levels, including heart rate monitoring and finding working weights for personal programs
12. principles of program design, including training principles to enhance personal fitness levels, such as the FITT principle, SAID principle, and specificity

13. effects of different types of fitness activities on the body — resistance training — cardiovascular endurance — flexibility
14. sources of health information, including professional documents, health and fitness magazines, and advertisements
15. influences of food choices and eating patterns on physical performance
16. health benefits of outdoor activities
17. outdoor activity skills in a variety of settings, including different weather conditions and physical environments
18. the role of environmental awareness and stewardship in outdoor recreation and conservation
19. preparation for outdoor activities
20. strategies for adapting and responding to changing conditions and emergencies
21. assessment and management of group dynamics in an outdoor environment

STUDENT EXPECTATIONS

PE strip: Each student is expected to wear appropriate clothing and footwear for PE each day.

- PE strip includes: **shorts or sweatpants**, a **t-shirt**, **socks** and **running shoes** (a hoodie or jacket should be worn for outside activities in cooler weather).
- Students can expect to be outside in the wet or cool weather and are expected to dress appropriately for these conditions.
- **Students arriving to class without appropriate physical education clothing will be provided with freshly laundered shirts and shorts/sweatpants.**
- Preparation for participation is part of the student's personal responsibility and will be reflected in their assessment.

Participation, absences and notes:

Each student is expected to participate daily in all activities throughout the course.

- When a student does have a **legitimate** medical problem **a phone call to the school or written note with date, signature and an explanation of the medical issue** is required from the parent/guardian.
- **Excused absences** are: absences due to **illness; medical appointments; family emergencies or school based fieldtrips and team travels.**
- If a student is well enough to come to school, she/he should be able to participate, at least to some degree, in the class activities. Students should speak to the teacher at the beginning of class if they are not feeling well. Students must attend class if they are at school.
- **Students are responsible for all work and assignments missed due to any absence and it is the student's personal responsibility to see the teacher regarding how to make up for missed work.** **Make up work will not be given for unexcused absences.** Parents planning to take their students out of class for family holidays or trips should contact the teacher **prior** to the trip to make arrangements for missed work.
- **Medical exemptions:** if a student is to be excused for **more than 5 days**, or from a specific **part of the course** (for example: running), **medical documentation such as a doctor's or physiotherapist's note is required.**

Showers: The school has complete shower facilities. Students are welcome to shower after vigorous physical activity both for health and sanitary reasons. Students are required to bring their own soap and a towel for showering.

SAFETY AND ETIQUETTE RULES

The use of **cell phones; earbuds and any other electronic devices are strictly prohibited in class and on walk/runs** as students cannot hear or are distracted thus putting them in possible dangerous situations.

When running off campus, students must:

1. Run/walk on the sidewalk where possible - NOT THE ROAD!
2. Run/walk no more than two runners side-by-side.
3. Where there are no sidewalks, run/walk to the shoulder side of the white line on the left hand side of the road facing the traffic.
4. Run/walk with a buddy and only on designated running routes and designated trails!
5. Respect the rules of the road; all vehicle traffic; designated cross-walks and obey all traffic/walk signals and signs. Always look all four ways and making eye contact with drivers to make sure they see you and are stopped before crossing streets or intersections.
6. Be respectful of noise levels in the community and stay off and respect private property.
7. Communicate clearly with other run/walkers about approaching vehicles, pedestrians and all potential hazards.

STUDENT SUPPORT:

Counseling: A-E – Ms. Crystal Linn
F-N – Ms. Kate Gustafson
O-Z – Ms. Shannon McRae

Other: Grade 12 Administrator: Mr. Chad Lintott
Aboriginal Support: TBA