

## **PHYSICAL EDUCATION: SEC 1: STANDARDS AND PROCEDURES:**

**Teachers:** Mr. Bunn and Ms. Compton

**Course Requirements:**

- Full MMA P.E. uniform (Marymount T-Shirt, Marymount shorts or sweatpants, running shoes)
- One inch binder and pencil.

**Course description:**

Term 1: Fitness and Circuit Training (All classes and all grade levels). Tchoukball.

Terms 2: Your teacher will choose four out of the following activities.

Badminton, Tennis/Soccer, Handball, Ultimate Frisbee, Football, Soccer Baseball. Your teacher may add other sports during the year to this list. Team sports chosen will be modified to allow for physical distancing. Cleaning of any shared equipment will be done throughout the class.

Teachers will be choosing term 2 and 3 sports/activities and exercises, based on observations of students during the first semester, and subsequent assessments of each group of students. For example: If it is deemed that a particular group would benefit more from endurance/territory penetration style activities, the teacher may select games that fit that category. Alternatively, if it is deemed that a particular group would benefit more from specific individualized or small group activities, the teacher may select activities that fit those categories as well.

Evaluations will be performance based (3 evaluations per unit), written (1 or 2 per unit), and presentations (optional as a replacement for one of the written ones). Each performance evaluation counts for 25% of the unit. The written/presentation evaluation will be worth 25% of the unit. (Assessment values and tools subject to change)

**IB Requirements:**

*Students enrolled in the IB program will be reflecting on their learning and evaluated according to IB objectives and criteria.*

| <b>Term 1 (40%)</b>  |  |   |
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| <i>Competencies Targeted</i>   | <i>Evaluation Methods<br/>(e.g., End-of-term Evaluation<br/>Situation, Tests, Projects)</i>  | <i>General Timeline (e.g., end of term,<br/>midterm, etc.)</i>  |
| <p><b>Competency 1</b><br/>-The student performs movement skills in a variety of settings.<br/>-Skill development<br/>-Performance of movements, drills, and techniques.</p> <p><b>Competency 2</b><br/>-The student interacts with others in a variety of settings.<br/>-Effort, teamwork, co-operation and participation.</p> <p><b>Competency 3</b><br/>-The student adopts a healthy lifestyle. A completed duo tang will be handed in for evaluation.<br/>- A commitment to improving one's fitness and health throughout the year.</p> | <p>Fitness progression chart.</p> <p>Individual fitness progression of learning.<br/>Working within a team.</p> <p>The student will demonstrate an understanding and application of fair play, perform in a safe manner for self and others, and will add to a positive classroom experience.</p> <p>Completed duo tang with included assignments. (Progression chart, personal pre and post fitness assessments, relevant study materials.)</p> | <p><b>BEGINNING OF TERM</b><br/>Students receive fitness handout and do a personal pre assessment. Introduced to class warm up.</p> <p><b>MIDTERM</b><br/>Students will work on their fitness progression of learning, and monitor progress on tracking sheets.</p> <p><b>END OF TERM</b><br/>Students will complete tracking sheets, personal post assessment. Written fitness test.</p> |

| <i>Competencies Targeted</i>   | <i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</i>   | <i>General Timeline (e.g., end of term, midterm, etc.)</i>   |
|--|---|--|
| <p><b>Competency 2</b><br/>           -The student interacts with others in a variety of settings.<br/>           -Effort, teamwork, co-operation and participation.</p> | <p>Tchoukball and/or Handball</p> <p>Working within a team.</p> <p>The student will demonstrate an understanding and application of fair play, perform in a safe manner for self and others, and will add to a positive classroom experience.</p> <p>Students will demonstrate their progression of learning for the sport specific activity.</p> | <p><b>BEGINNING OF TERM</b><br/>           Students receive sport specific handouts.</p> <p><b>MIDTERM</b><br/>           Students engage in sport specific skill drills.</p> <p><b>END OF TERM</b><br/>           Students will execute sport specific skill drills within a game context and write a test.</p> |

| <b>Term 2 (60%)</b>  |  |  |
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| <i>Competencies Targeted</i>   | <i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)</i>  | <i>General Timeline (e.g., end of term, midterm, etc.)</i>   |
| <p><b>Competency 1</b><br/>           -The student performs movement skills in a variety of settings.<br/>           -Skill development<br/>           -Performance of movements, drills, and techniques.</p> <p><b>Competency 2</b><br/>           -The student interacts with others in a variety of settings.<br/>           -Effort, teamwork, co-operation and participation.</p> <p><b>Competency 3</b><br/>           -The student adopts a healthy lifestyle.<br/>           - A commitment to improving one's fitness and health throughout the year.</p> | <p>Ultimate Frisbee and Football.</p> <p>Individual sport specific progression of learning.</p> <p>Working within a team.</p> <p>The student will demonstrate an understanding and application of fair play, perform in a safe manner for self and others, and will add to a positive classroom experience.</p> <p>Students will demonstrate their progression of learning for the sport specific activity.</p> <p>Summative end of unit written test.</p> | <p><b>BEGINNING OF TERM</b><br/>           Students receive sport specific handouts.</p> <p><b>MIDTERM</b><br/>           Students engage in sport specific skill drills.</p> <p><b>END OF TERM</b><br/>           Students will execute sport specific skill drills within a game context and write a test.</p> |