

**PHYSICAL EDUCATION and LEADERSHIP: SEC 5: STANDARDS AND PROCEDURES:**

**Teachers:** Mr. Bunn

**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).

Terms 2 and 3: Your teacher will choose four out of the following activities.

Archery, Aesthetic Movement: martial arts, Volleyball, Fencing, Peer Teaching, Hockey, Ultimate Frisbee, Soccer Baseball. Your teacher may add other sports during the year to this list.

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 term. The written/presentation evaluation will be worth 25% of the term. (Assessment values and tools subject to change)

<b>Term 1 (20%)</b>		
<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> -The student performs movement skills in a variety of settings. -Skill development -Performance of movements, drills, and techniques.</p> <p><b>Competency 2</b> -The student interacts with others in a variety of settings. -Effort, teamwork, co-operation and participation.</p> <p><b>Competency 3</b> -The student adopts a healthy lifestyle. A completed duo tang will be handed in for evaluation. - A commitment to improving one's fitness and health throughout the year.</p>	<p>Fitness progression chart.</p> <p>Creation of and completion of individual fitness program</p> <p>Demonstrate and record fitness progressions 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>Completed duo tang with included assignments. (Progression chart, personal pre and post fitness assessments, relevant study</p>	<p><b>BEGINNING OF TERM</b></p> <p>Students receive fitness handout, do a personal pre assessment and create a personalised program. Introduced to class warm up.</p> <p><b>MIDTERM</b></p> <p>Students will work on their fitness progression of learning, and monitor progress on tracking sheets.</p> <p><b>END OF TERM</b></p> <p>Students will complete tracking sheets, personal post assessment. Written fitness assignment.</p>

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<b>Term 2 (20%)</b>		
<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> -The student interacts with others in a variety of settings. -Effort, teamwork, co-operation and participation.</p>	<p>Fencing/CPR</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>Student will demonstrate a progression of learning of the sport specific activity,</p>	<p><b>BEGINNING OF TERM</b></p> <p>Students receive sport specific handouts.</p> <p><b>MIDTERM</b></p> <p>Students engage in sport specific skill drills.</p> <p><b>END OF TERM</b></p> <p>Students will execute sport specific skill drills within a game context and write a test.</p>

<b>Term 3 (60%)</b>		
<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> -The student performs movement skills in a variety of settings. -Skill development -Performance of movements, drills, and techniques.</p> <p><b>Competency 2</b> -The student interacts with others in a variety of settings. -Effort, teamwork, co-operation and participation.</p> <p><b>Competency 3</b> -The student adopts a healthy lifestyle. - A commitment to improving one's</p>	<p>Peer Teaching/Archery</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></p> <p>Students receive sport specific handouts.</p> <p><b>MIDTERM</b></p> <p>Students engage in sport specific skill drills.</p> <p><b>END OF TERM</b></p> <p>Students will execute sport specific skill drills within a game context and write a test.</p>

fitness and health throughout the year.		
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