



**ÉCOLE SECONDAIRE
WINDSOR SECONDARY SCHOOL**

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Mission Statement

Windsor aspires to be a vibrant learning environment where individuals respect and encourage each other to develop the competencies to thrive in a rapidly changing world.

FITNESS and CONDITIONING 10/11/12

COURSE DESCRIPTION:

This course is designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives. PHE curriculum focuses on competencies that support life-long learning—competencies that can contribute to personal lives and career aspirations.

Students will engage in a diverse Health and Physical Education curriculum which includes: Physical and Mental Health Related Topics/Issues, Active Living and Fitness, and Personal and Social Responsibility. For the complete Ministry curriculum document go to:

<https://curriculum.gov.bc.ca/curriculum/physical-health-education>

BIG IDEAS

Big Ideas are the key understandings that students will achieve by the end of the course. The Big Ideas of this course cover the following concepts

Our personal fitness can be maintained or enhanced through regular participation in a **variety of activities at different intensity levels.**

Knowing how our bodies move and function helps us **stay safe** during exercise.

Following proper **training guidelines** and techniques can help us reach our health and fitness goals.

Making **healthy choices** can help us reach our health and fitness goals.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

Students will develop a diverse personal fitness program, using the facilities and resources of the school and the community. These may include but are not limited to: School and community weight rooms, gymnasiums, playing fields, trails, and stairs. Students will analyze and discuss physical and mental health related topics through a variety of interactive, group and critical thinking activities.

TUTORIAL SCHEDULE (8:30 – 9:10 am)

PE Office: Large Gym, Weightroom or PE Classroom

CORE COMPETENCIES

<https://curriculum.gov.bc.ca/competencies>

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life.

CRITICAL & CREATIVE THINKING: asking thoughtful questions, generating ideas and analyzing topics and sources of information

COMMUNICATION: engaging and collaborating with others; explaining, reflecting and presenting information.

PERSONAL AND SOCIAL: develop good work habits, management skills, and relationships with others in the classroom

CURRICULAR COMPETENCIES

(Flexible to class needs)

Healthy and Active Living

Participate daily in physical activity designed to enhance and maintain health components of fitness

Plan ways to overcome potential barriers to participation in fitness and conditioning activities

Identify, apply, and reflect on strategies used to pursue personal fitness goals.

Human anatomy and physiology

Identify and describe the influence of different training styles on fitness results

Identify and describe how muscles produce movement in different parts of the body and how to train those muscles

Principles of training

Develop and demonstrate appropriate exercise techniques for a variety of fitness activities

Identify and describe how different types of fitness activities influence the muscular and cardiovascular systems

Social responsibility

Demonstrate a variety of leadership skills in different types of fitness activities

Demonstrate appropriate behavior in different types of fitness activities and environments cardiovascular systems

Apply safety practices in different types of fitness activities, for themselves and others

REQUIRED MATERIALS/ PHYSICAL EDUCATION CLOTHING

- Students are required to come prepared to class with appropriate.
- Appropriate workout attire consists of: shorts or track pants, T-shirt or sweatshirt and closed-toed athletic shoes (**sandals are not permitted in class**). **Due to safety and health concerns, students without proper clothing will not be allowed to fully participate in class.**
- **Multiple NO STRIPS will initially result in an "I"-Incomplete Grade.**

ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working towards. A variety of activities will be performed that will seek to enhance and improve personal student levels of fitness and understandings about health related topics. Progress will be monitored throughout each week. Other assessment methods may include: student self-assessment, performance observations, and conferencing.

<i>Assessment for Learning</i>	<i>Assessment as Learning</i>	<i>Assessment of Learning</i>
Formative assessment "ongoing in the classroom" <ul style="list-style-type: none">• Teacher assessment, student-self assessment, student peer assessment• Criterion-referenced: criteria based on Prescribed Learning Outcomes• Involves both teacher and student in a process of reflection and review about progress	Formative assessment "ongoing in the classroom" <ul style="list-style-type: none">• Self-assessment• Provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning	Summative assessment occurs at the end of year of key stages <ul style="list-style-type: none">• Teacher assessment• May be criterion referenced or norm referenced (comparing student achievement to that of others)• Used to make judgments about students' performance in relation to provincial standards

MARKS ASSIGNMENT

- ◆ **70% Physical Literacy** -Movement concepts and strategies. Proper technique for fundamental movement skills. Monitoring and adjusting exertion levels in physical activity. Principles of training. Demonstrate safety, fair play, and leadership in physical activities.
- ◆ **30% Healthy Living and Personal/Interpersonal Well Being**-Identify and apply strategies to pursue personal healthy- living goals and topics. Exploration and analysis of health related topics.

POLICIES & PROCEDURES

- Day use lockers and change rooms will be available for PE classes. The school assumes no responsibility for loss or damage of students' personal property.
- At the end of the class students are to leave the 100 floor via the gym foyer.

Physical Education Clothing

- All students are required to have proper clothing consisting of shorts, T-shirt and running shoes; optional sweat/track suit for outside activities.
- Multiple NO STRIPS may initially result in an “I” (Incomplete Grade) because curricular competencies cannot be met. Not meeting curricular competencies may result in failure.
- Due to safety and health concerns, students without proper clothing will not be allowed to participate in class.

Absences

- Students with a medical excuse must have their parent/guardian contact the school or teacher by email.
- A written assignment or a specific task may be assigned by the teacher
- Absences will influence assessment strategies and evaluation
- Absences may result in incomplete curricular competencies. As a result an “I” (Incomplete Grade) may be assigned
- Students are responsible for missed activities and assignments

Medical Exemption

- Students with a medical excuse must communicate with the teacher.
- Students that cannot activity participate can make alternate contribution to class
- Physical activity can be adapted or modified. A written assignment or a leadership task may be assigned by the teacher.
- Long term exemptions require documentation, preferably from a medical professional, that describes what the student can do, should not do and most importantly provide an estimated timeline of rehabilitation. This is needed so that an effective alternative adapted learning plan can be created to ensure that learning outcomes can be met.

GENERAL EXPECTATIONS AND KEYS TO SUCCESS

Students should participate with a few codes in mind:

- Mutual respect – treating students, teacher, and learning space with dignity and safety.
- Effort and Engagement – taking responsibility for one’s actions, attendance, work habits, exertion level, expected workload, deadlines, and progress
- Curiosity – asking thoughtful questions of one’s self, teacher, and classmates, and asking for help when it’s needed.