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| http://www.cpa.ednet.ns.ca/wp-content/uploads/2013/11/Mural-Logo-for-Web1.jpg  **PHYSICAL EDUCATION 11**  school website: <http://www.cpa.ednet.ns.ca/>  school twitter: @CPAHighSchool | **Mr. Milligan**  CPA and HRM Gymnasium & LS 238  e-mail: rmilligan@hrsb.ca |

**The emphasis in the P.E. 11 program is based on the teaching games for understanding model and specifically deals with tactical and strategic game play. Students will participate in a variety of game situations and be able to identify and demonstrate specific offensive and defensive strategies and team tactics. Students will also investigate potential careers related to sport and the fitness industry and advance their leadership development utilizing life skills achieved though sport. PE 11 supports critical thinking skills as students investigate fitness, career choice, sport / team strategies, refereeing, coaching, and social sport issues.**

**The School-Wide Continuous School Improvement Goal involves developing critical thinking skills for all students. The focus this year will be on questioning, discussion and self-reflection to strengthen understanding of content. Teachers and students will continue to make use of technology to enhance critical thinking.**

**General Curriculum Outcomes for Physical Education 11**

Students will be expected to demonstrate the following items:

**Knowing**

A. demonstrate an understanding of the concepts that support human movement

B. demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

**Doing**

C. demonstrate motor skills in all movement categories using efficient and effective body mechanics

D. participate regularly in a variety of activities that develop and maintain personal physical fitness

E. demonstrate creativity in all movement categories

**Valuing**

F. demonstrate positive personal and social behaviours and interpersonal relationships

G. demonstrate positive attitudes toward and an appreciation of physical activity through participation

**Specific Curriculum Outcomes for Physical Education 11**

**Module 1: Tactical and Strategic Game Play (TSGP) (60% of Final Grade)**

The Tactical and Strategic Game Play (TSGP)model serves as the basis for the grade 11 physical education curriculum. Throughout this course, modified sports games will be taught within four categories (invasion/territory, target, net/wall, and striking/field). The emphasis throughout this module is on the tactical and strategic game play whereby students make appropriate decisions in game / sport settings.

Students will be expected to apply the following items*:*

PE11:1 apply effective tactics and techniques to invade an opponent’s territory/space in offensive and defensive situations within an invasion/territory situation (e.g., five-versus- five soccer)

PE11:2 apply effective tactics and techniques to send an object into open space so an opponent is unable to make a return within a net/wall situation (e.g., badminton)

PE11:3 be able to strike a ball so it eludes defenders within a batting/fielding situation (e.g., softball)

PE11:4 articulate the most effective offensive and defensive tactics within invasion/territory, net/wall, and batting/fielding games environments

PE11:5 apply progressive tactical principles (e.g., aim to target, placement relative to obstacles, and spin/turn) in target games play (e.g., disc golf, basketball)

PE11:6 articulate the most essential techniques used while aiming at a target within the target games environments

PE11:7 identify other games (ones not covered throughout this course) where specific skills and tactics learned throughout this course are applicable and transferable

**TSGP Assessment**

This unit will be assessed using both formative and summative assessments each assessment will connect with the above listed specific outcomes. The following three assessment categories will be used this semester:

• Psychomotor Assessment (doing): on-the-ball skills; off-the-ball skills

• Cognitive Assessment (knowing): tactical awareness; game knowledge

• Affective Assessment (valuing): game appreciation; sports citizenship / fair play

**Assessment**

During each ten day period students will be assessed according to the following rubric. Scores will be posted and entered on PowerSchool. To achieve Level 4 grades, students must be on task and consistently working at a high intensity level. Level 4 students arrive ready to participate and they make good use of the gym time by being highly engaged with the activities.

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| Level of achievement | Level 1 | | | Level 2 | | | Level 3 | | | Level 4 | | | Bi Weekly Score |
| Point Value | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |  |
| Demonstration of Module 1 Course Outcomes  60% | Limited engagement, activity, intensity, and execution of effective game play tactics and techniques | | | Some engagement, activity, intensity, and execution of effective game play tactics and techniques | | | Considerable engagement, activity, intensity, and execution of effective game play tactics and techniques | | | Consistently high degree of engagement, activity, intensity, and execution of effective game play tactics and techniques | | |  |

**Students are expected to be motivated and put forth their best effort!**

**Module 2: Life Skills Through Sport LSTS (25% of final grade)**

The Life Skills through Sport module’s outcomes are taught alongside outcomes in the TSGP module. This course provides opportunities for students to experience success within the psychomotor, cognitive, and affective domains, while providing time for students to be physically active at moderate to vigorous intensities through sport experiences.

*Students will be expected to:*

PE11:8 demonstrate effective communication and interpersonal skills in TSGP settings, and effectively connect these skills to life outside of physical education

PE11:9 demonstrate effective decision-making skills and critical thinking skills in TSGP settings, and effectively connect these skills to life outside of physical education

PE11:10 demonstrate effective coping and self-management skills while in TSGP settings, and effectively connect these skills to life outside of physical education

**Module 3: Sport in Society (15% of final grade)**

The aim of this module is twofold. First, this module is intended to bring awareness to social injustices among Canadians related to sport. The second intent of this module is for students to identify possibilities (e.g., through careers or, volunteer experiences) for offsetting some of these injustices.

Students will be expected to demonstrate the following items*:*

PE11:11 identify social injustices in Canadian sport and articulate steps that would help offset each

of the injustices they identified

PE11:12 identify potential careers in sport and determine how to make these career possibilities a

reality (e.g., through course work, volunteer opportunities)

PE11:13 recognize the importance of using inclusive language (related to such constructs as gender,

sexuality, race, and ability) in sport and throughout life

**Classroom Component**

* This course also includes a classroom component. We will be using Learning Studio 238 for much of this work.
* Students will also complete Exit Sheets and in class assignments (ICAs)during the semester.
* Students will be assigned projects to meet some of the PE 11 learning outcomes.
* Students should have a binder for PE notes and hand-outs.
* There will be tests and quizzes, but there is no final exam in this course.

**Assessment and Evaluation Philosophy:** It is important for an instructor to be able to ascertain if a student is successfully meeting the Physical Education outcomes. It is important that students employ maximum effort to demonstrate what they know and are able to do. Assessment comes in two essential forms, formative and summative. Formative assessment is an informal ongoing process, and is useful by providing students with practice and repetition in order to solidify skills taught. Students may explore without risk the learning activities in which they excel, and activities in which they must dedicate more time and practice. Although this assessment is not counted towards a grade, it provides a foundation upon which both instructor and students are able to reflect on how and when a summative assessment will occur. In short, it informs instruction, and learning for all involved. Summative assessment takes those formative “building blocks” and requires students to demonstrate what they know and are able to do. It is reported as a formal grade (for example in Power School) and reflects student’s progress toward achieving the provincial outcomes. It is expected that students actively participate and engage in formative assessment to maximize their grade during a summative assessment.

**Assessment**is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the learning outcomes in a subject or course.

A) **Formative assessment** is to show growth over time, determine student needs, plan next steps in instruction, and provide students with descriptive feedback.

B) **Summative assessment** is to determine the extent to which learning has occurred for students.

**Evaluation** is the process of analyzing, reflecting upon, and summarizing assessment information and making judgements and / or decisions based on the information gathered.

Multiple assessment and evaluation strategies that meet the learning styles of students and are aligned with the written learning outcomes; The variety of ways evidence of learning will be gathered (conversations, observations and products/performances -COP) using methods that align with the skills and concepts being assessed. For example (but not limited to) checklists, debates, descriptive feedback, examinations, tests, quizzes, homework, journals, projects, portfolios, presentations, performances, rubrics, self-assessments, written assignments, ICA’s (in class assessments).

**Examination**

Course Expectations for PE 11

1. Always be on time! Be changed and in the gym within 5 minutes of the second bell.
2. Remember! No phones! Place all money, jewelry, valuables, ipods, cell phones, in your locker for safe keeping. Do not leave them in the changing room. You are responsible for the security of your own valuables.
3. Put forth your best effort in all activities and at all times.
4. Keep a spare set of exercise clothing and running shoes in your locker.
5. Food or drinks with the exception of water are not permitted in the gym.
6. Bring your own water bottle if you like to get a drink during class.
7. You must ask for permission to leave the gym for any reason.
8. Respect the rules of fair play and the safety of others.
9. **Do not** open the doors of the gym and speak to roaming students in the hallways!
10. Always participate actively in all activities, sports, and field trips. This is a mandatory expectation of this course.
11. Help with the set up and take down of equipment
12. Always be polite, positive and have fun!

**Communication of Student Achievement:**

A collaborative effort of all stakeholders (student/parent/teacher) is important to ensure student academic success. In an effort to maintain communications, a numbers of avenues are available.

* Marks and attendance can be checked at any time on the Parent/Student Portal of PowerSchool. (If you do not have a password for the portal, please contact the main office.)
* The Auto-dialer calls home regarding unexcused absences and upcoming events.
* Parents and students are encouraged to contact the teacher via email if they have any concerns regarding academic progress.

**Creating a Positive Learning Environment**

To maximize the opportunities for success, it is important:

* To be on time and prepared with the necessary materials.
* To display proper classroom etiquette and participate in classroom activities.
* To complete all assigned homework and to expect periodic homework checks.
* To review materials daily in preparation for assessments and class work.
* To adequately prepare for all tests.
* To assume full responsibility for any and all missed class work or assessments.
* To attend extra help sessions when needed.