



Westmount High School

Established in 1873



A College Board Advanced Placement School

STANDARDS & PROCEDURES

Department or Subject:	Physical Education & Health Secondary Five
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Term 1 (20%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p><u>Competency 1 (30%)</u> Performs movement skills in different physical activity settings Movement skills (how, when and why) Performance of effective movement skills</p> <p><u>Competency 2 (50%)</u> Interacts with others in different physical activity settings Individual or team strategy (theory and performance) Fair play</p> <p><u>Competency 3 (20%)</u> Adopts a healthy, active lifestyle Fitness tests / fitness training Personal health education/awareness</p> <p>*The ponderation of the marks for competencies not evaluated each term is pro-rated according to the value of the terms as indicated.</p>	<p>May include different methods of baseline fitness testing.</p> <p>May include different team sports and low cooperation activities such as: Fitness Conditioning Team Games</p> <p>Independent components may include: Movement Minutes Tracking Fitness Assignments Fitness Goal Setting Development of Personalized Fitness Plans</p>	<p>The evaluation will be ongoing and based heavily on in-class participation and level of effort put into each task.</p> <p>Therefore, it is important for each student to come prepared with their proper physical education uniform and a water bottle filled and ready to hydrate.</p>
Communication to Students and Parents	Other Pertinent Information [Topics Examined]	
<p>Google Classroom Progress reports Report cards Emails Student Agendas Phone Calls</p>	<p>Health & Wellness Safety Rules Game Rules Improving the Quality of Exercise Recovery Effects of Exercise (ex. body weight, psychological well-being etc.) Body's Response to Exercises (ex. short term and long term) Improved Muscle Mass, Tone, Posture and Flexibility Improved Coordination and Efficiency Improved Cardiovascular Endurance Needs Depending on Exercise Intensity (ex. hydration, food choices to support exercise routine)</p>	

Term 2 (20%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p><u>Competency 1 (30%)</u> <u>Performs movement skills in different physical activity settings</u> Movement skills (how, when and why) Performance of effective movement skills</p> <p><u>Competency 2 (50%)</u> <u>Interacts with others in different physical activity settings</u> Individual or team strategy (theory and performance) Fair play</p> <p><u>Competency 3 (20%)</u> <u>Adopts a healthy, active lifestyle</u> Fitness tests / fitness training Personal health education/awareness</p>	<p>May include different team sports and low cooperation activities such as: Fitness Conditioning Team Games</p> <p>Independent components may include:</p> <p>Fitness Leadership Movement Minutes Tracking Fitness Assignments Fitness Goal Setting</p>	<p>The evaluation will be ongoing and based heavily on in-class participation and level of effort put into each task.</p> <p>Therefore, it is important for each student to come prepared with their proper physical education uniform and a water bottle filled and ready to hydrate.</p>
Communication to Students and Parents	Other Pertinent Information [Topics Examined]	
Google Classroom Progress reports Report cards Emails Student Agendas Phone Calls	<p>Effects on their physical and psychological well being</p> <p>Types of stress and daily impact</p> <p>Side effects in the short and long term on various systems (cardiovascular, pulmonary, muscular, nervous, etc.).</p> <p>Effects on the psychological state</p> <p>Effects on lifestyle/physical capacity</p>	

Term 3 (60%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p><u>Competency 1 (30%)</u> <u>Performs movement skills in different physical activity settings</u> Movement skills (how, when and why) Performance of effective movement skills</p> <p><u>Competency 2 (50%)</u> <u>Interacts with others in different physical activity settings</u> Individual or team strategy (theory and performance)</p>	<p>May include different team sports and low cooperation activities such as: Fitness Conditioning Team Games</p> <p>Independent components may include:</p> <p>Fitness Leadership Movement Minutes Tracking Fitness Assignments Fitness Goal Setting</p>	<p>The evaluation will be ongoing and based heavily on in-class participation and level of effort put into each task.</p> <p>Therefore, it is important for each student to come prepared with their proper physical education uniform and a water bottle filled and ready to hydrate.</p>

Fair play <u>Competency 3 (20%)</u> <u>Adopts a healthy, active lifestyle</u> Fitness tests / fitness training Personal health education/awareness	Development of Personalized Fitness Plans the Future	
Communication to Students and Parents	End of Year Evaluation	Other Pertinent Information [Topics Examined]
Google Classroom Progress reports Report cards Emails Student Agendas Phone Calls	Final Fitness Evaluation and Year End Reflections	Safe Participation Lifestyle Fitness Wellness Practices Sportsmanship Group Dynamics Leadership

Additional Information / Specifications (e.g., materials required):

<p>Purple WHS Physical Education T-Shirt</p> <p>Black WHS Physical Education Shorts or Track Pants</p> <p>Running Shoes with Proper Support and that tighten (ex. laces)</p> <p>Socks (no tights or socks higher than the knee are permitted to be worn)</p> <p>Water Bottle (reusable)</p> <p>Individual Required Medication (ex. asthma inhaler, knee brace, EpiPen etc.)</p> <p>Health binder and pen</p>
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