



# Westmount High School

Established in 1873



A College Board Advanced Placement School

## STANDARDS & PROCEDURES

<b>Department or Subject:</b>	<b>Physical Education &amp; Health Secondary Four</b>
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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>Hydration (bring a personal water bottle to every class)</p> <p>Ethics</p> <p>Safety Rules</p> <p>Game Rules</p> <p>Segments in a stable position and movement in different planes (sagittal, frontal, horizontal)</p> <p>Speed of movement and travel</p> <p>Cardiovascular endurance</p> <p>Flexibility</p>	

	<p><b>Strength-endurance</b></p> <p><i>Improving the quality of recovery, the ability to work and the body's response or emergency's response</i></p> <p><i>Effect on body weight</i></p> <p><i>Improved muscle mass and tone, posture and flexibility</i></p> <p><i>Improved coordination and efficiency physical</i></p> <p><i>Improved cardiovascular endurance</i></p> <p><i>Needs depending on the intensity of the activity (ex. hydration, food choices to support before, during or after activity)</i></p>
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**Term 2 (20%)**

<b>Competencies Targeted</b>	<b>Evaluation Methods</b>	<b>General Timeline</b>
<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 written tests such as: Rules and regulations of a game, sport, activity</p> <p>May include different cooperation sports and activities such as: Badminton Basketball Handball Flag Football</p> <p>May include strategy evaluation such as: Practice Written</p> <p>May include different individual sports and activities such as: Circuit training / Aerobics Running Track and field</p> <p>May include homework such as: Movement Minutes Tracking Fitness Assignments Personal Goal Setting Reflection</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>

<b>Communication to Students and Parents</b>	<b>Other Pertinent Information [Topics Examined]</b>
<p>Google Classroom Progress reports Report cards Emails Student Agendas Phone Calls</p>	<p><i>Effects on their physical and psychological well being</i></p> <p><i>Types of stress and daily impact</i></p> <p><i>Side effects in the short and long term on various systems (cardiovascular, pulmonary, muscular, nervous, etc.).</i></p> <p><i>Effects on the psychological state</i></p> <p><i>Effects on lifestyle/physical capacity</i></p>

**Term 3 (60%)**

<b>Competencies Targeted</b>	<b>Evaluation Methods</b>	<b>General Timeline</b>
<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 methods of baseline fitness testing.</p> <p>May include different methods of fitness testing.</p> <p>May include different individual activities, team sports and low cooperation activities.</p> <p>Independent components may include:            Movement Minutes Tracking            Fitness Assignments            Personal Reflection of Fitness            Goal Progressions            Development of Personalized Fitness Plan for the Future</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>
<b>Communication to Students and Parents</b>	<b>End of Year Evaluation</b>	<b>Other Pertinent Information [Topics Examined]</b>
Google Classroom Progress reports Report cards Emails Student Agendas Phone Calls	Final Fitness Evaluation and Year End Reflections	Safe Participation Lifestyle Fitness Sportsmanship Group Dynamics Warm Ups and Cool Downs Goal setting Strategy implementation

**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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