



K.L.O. Middle School 2015-2016 Physical Education 7, 8, 9

AIM & CURRICULUM GOAL

To enable all learners to enhance their quality of life through active living. To meet the Ministry of Education guidelines and to ensure that PE is an integral part of the total education program. Our aim is for students to develop a positive attitude towards an active lifestyle and a lifelong goal of health and wellness.

SCHOOL BASED OBJECTIVES

- ❖ Develop an appreciation for the benefits of lifetime physical activity.
- ❖ Improve personal physical fitness.
- ❖ Promote individual skill levels over a broad range of lifetime sports.
- ❖ Promote sportsmanship and a positive attitude towards life-long health & fitness.
- ❖ Participate regularly and willingly in physical activity to develop components of fitness and motor abilities.
- ❖ Identify and describe the benefits of active living.
- ❖ Set and evaluate goals to develop personal fitness abilities and maintain a healthy lifestyle.
- ❖ Select and apply rules, routines, and procedures of safety in a variety of activities from all movement categories
- ❖ Plan and apply movement skills and concepts to create sequences with or without music.
- ❖ Demonstrate positive behaviours that indicate self-respect and self-confidence.
- ❖ Demonstrate appropriate social behaviour while working cooperatively
- ❖ Demonstrate etiquette and fair play.
- ❖ Describe and apply leadership skills related to physical activity.

Assessment and Evaluation

The physical education curriculum is arranged under three curriculum organizers:

- Active Living
- Movement
- Personal and Social Responsibility

These organizers form the curriculum framework. Under each organizer, learning outcomes reflect the knowledge, skills, and attitudes that students are expected to demonstrate at each grade level.

Active Living – 20%

Active living is a way of life that values physical activity and its integration into daily routines and leisure pursuits. Physical education provides opportunities for students to participate in physical activities that promote well-being and a personal functional level of physical fitness. Through active living, students have opportunities to make appropriate choices and set personal goals that enhance their quality of life.

Movement - 30%

The elements of movement include the skills, concepts, and body mechanics necessary for participation in activities from all movement categories. In all categories, students develop efficient and effective movement skills, and an understanding of the movement concepts and body mechanics that are necessary to develop activity-specific motor skills. Movement provides a unique medium in which students apply their critical-thinking processes in active and creative ways.

Personal and Social Responsibility – 50%

Positive personal and social behaviours and interpersonal relationships are developed through active involvement in a variety of physical activities in all movement categories. Students develop respect for self and others as they learn and practise the skills of communicating and co-operating. Students acquire leadership skills and an understanding of the qualifications required to pursue careers related to physical activity. In a balanced physical education program the outcomes for all three curriculum organizers are realized through a broad selection of activities from all five movement categories.

Student Responsibility Scale

This scale relates to the Personal and Social Responsibility learning outcomes in the Physical Education 8 to 10 Curriculum.

5--Outstanding

Willingly engages in physical activities in the classroom, gymnasium, and other settings, exhibiting a positive attitude and enthusiasm towards the task. Displays concentration and often puts forth extra effort when participating in physical activities. Initiates and tries new tasks and activities, demonstrating a sense of confidence. Works co-operatively and collaboratively with all class members, providing encouragement and support. Takes on varying roles and responsibilities and is respectful of class members. Plays fair and shows appropriate etiquette. Demonstrates leadership skills, accepts responsibility, organizes and makes plans, motivates others, makes thoughtful decisions, and is a positive role model for others. Is aware and interested in the safety and well-being of others. Continually sets personal goals, seeks out support, and regularly revises and modifies goals. Successfully implements plans.

4--Good

Participates in physical activities in the classroom, gymnasium, and other settings, displaying a positive attitude. Concentrates and puts forth effort when participating in physical activities. Tries new tasks and is developing a sense of confidence. Works co-operatively with all class members. Takes on roles and responsibilities willingly. Plays fair and shows appropriate etiquette. Accepts responsibility and organizes and makes plans. Considers safety. Sets personal goals and works towards implementing them.

3--Satisfactory

Participates in physical activities and usually displays effort. Tries new activities and challenges when given peer or teacher support. Works with others co-operatively and is respectful to classmates. Will take on responsibility in areas of interest or when supported. Plays fair and follows appropriate etiquette. Usually considers safety. Sets personal goals and is developing implementation strategies.

2--Needs attention

Participates only when encouraged. Displays effort in activities of interest. Reluctant to try new activities or challenges. Needs reminders in order to work co-operatively and safely. Requires support from the teacher when in conflict situations. Sets personal goals but does not work towards implementation.

1--Not attending

Cannot evaluate progress. May be absent, unprepared for class or removed from class.

Grade 7, 8, 9 PE Units that may be covered:

Some of the activities you may be participating in are softball, soccer, field hockey, lacrosse, ultimate, flag football, volleyball, basketball, track & field, fitness/conditioning, beep test, self-defense, dance, weight training, badminton, table tennis, jogging, minor games and skating.

Equipment Needed:

- ❖ 2 pair of good fitting running shoes (1 pair for indoor and 1 pair for outdoors) SKATEBOARD SHOES are not allowed as footwear in phys.ed.
- ❖ T-shirt – no buttons, zippers, midriff shirts, tank tops or shirts advertising drugs or alcohol.
- ❖ Gym shorts – no cutoffs, bathing suits, or shorts with zippers or belts.
- ❖ Clean socks must be worn in PE class.
- ❖ Appropriate clothing for cold/rainy days (track pants, sweatshirts, windbreakers)
- ❖ Hair tie for students with long hair
- ❖ Gym bag
- ❖ Towel (showers available if needed)
- ❖ School issue gym strip is available for a cost of \$20, which includes shorts and shirt.

Cougar Code of Conduct and Policies

- ❖ No food or drink in the gym
- ❖ Show respect for equipment, the facility, peers and staff.
- ❖ Teachers/administration are not responsible for lost or stolen jewelry, watches, clothes, or money.
- ❖ No valuables of any kind should be left unlocked or unguarded in the gym or change rooms; it is recommended that students leave their valuables in their school lockers prior to entering the gymnasium.
- ❖ Students are expected to move in and out of the gym in a safe, controlled manner.
- ❖ Move directly from the change room to the gym for attendance before and at the end of class. Students are not permitted into the main school until they are dismissed from their teacher.
- ❖ Respect the property and rights of fellow classmates.
- ❖ Be accountable for your own actions.
- ❖ Gymnasium is out of bounds when unsupervised.
- ❖ Medical Excuses/Absences/Notes: To be excused from a P.E. class, a note from your parents explaining the reason for your excuse, guardians or doctor is mandatory. The student may still be required to change into P.E. clothes and do modified work. A note may explain, but not excuse an absence; due to the nature of physical education missed classes must be made up. The make-up must be arranged in consultation with the PE teacher. If the absence will be over an extended length of time a note from the doctor must be provided.



Please inform the teacher of any medical concerns the PE staff should be aware of.

Information Sheet KLO Middle School
PHYSICAL EDUCATION 2013-2014

Name		Grade	
Block		PE Teacher	

1. What school did you last attend?
2. What do you like most about PE?
3. What do you like least about PE?
4. What sports or recreational activities have you recently been involved in?
5. What letter grade and effort mark are you going to try to achieve this year?
6. Please state any medical information that your PE teacher should be aware of on the medical information form supplied by your PE Teacher. Use the back of this sheet if needed.

I have read the PE Class Outline (attached) & I give permission form my child to participate in the planned PE activities, which includes field trips off the school property (class runs and running/walking to public playgrounds such as Gyro Park or field trips to other off-campus facilities).

Parent/Guardian Signature _____ Student Medical # _____ Date _____

We look forward to our year together! Please feel free to contact the PE department if you have any questions or concerns. Work hard & try your best!
 Attitude is everything!

