# C:\Users\colleen.logan\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Mascot.pngGrade 10 Physical Education – Syllabus

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| **Teacher** | Mr. Morton | ***Website: kvhsathletics.weebly.com*** |
| **E-mail** | michael.morton@nbed.nb.ca |  |
| **Room** | Fitness Center |

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| *The purpose of this course is to provide an in-depth knowledge of skills and strategies in various physical recreation activities* | **Major assessments that are not completed will be recorded as Incomplete (INC) and the final mark will be changed to INC until the assessment is completed and handed in.**  **An INC at the end of the course will result in the student not earning a credit in the course.** |
| *Prerequisites: None* |
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| *Co-requisites: None* |
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| **Instructional & Assessment Plan:** | | |
| **Grade Weighting** | **GCOs/Units/Strands** | **Overview** | |
| 60% | Doing | Students will be expected to  • Assess personal results of health related fitness tests and design a personal program.  • Refine and apply the principles of training in the development of personal fitness.  • Design and implement effective warm-up and cool-down routines for specific activities.  • Apply increasingly complex offensive strategies in a variety of  games and activities.  • Apply increasingly complex defensive strategies in a variety of  games and activities.  • Create, refine, and present a variety of dance sequences alone and with others.  • Demonstrate and/or extend movement principles in individual, dual, and team activities.  • Demonstrate cooperation and supportive behaviour in interactions with others. | |
| 20% | Knowing | Students will be expected to  • Differentiate between the benefits of active living and physical fitness development, based on the wellness  continuum.  • Demonstrate an understanding of the major systems of the body and apply the knowledge to personal goal setting in health, wellness, and fitness.  • Explain the principles of training for physical activities.  • Demonstrate the ability to use information on food labels to make daily healthy food choices.  • Apply decision making models with regard to substance use and abuse and to sexual decision making.  • Demonstrate an understanding of appropriate precautions when exercising in a variety of environments. | |
| 20% | Valuing | Students will be expected to  • Apply safety rules, routines, and procedures consistently while  participating in physical activity.  • Demonstrate sporting behavior and fair play concepts in interactions with others. | |

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| **Curriculum changes due to COVID-19:** *There are no curricular changes to this course.* |

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| **Required Supplies:** |
| * Students are required to have a clean change of clothing for class each day comprised of athletic clothing that allows freedom of movement yet fits so as not to move a great deal during inversions, tumbling, etc. |
| * Students are required to have a reusable water bottle filled prior to class beginning. * A dedicated pair of indoor sneakers are required each day for this course. * Electronics are not permitted in the class without express permission from the teacher. |

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| **There is no exam in this course.** |

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| **Learning from Home:** |
| Students learning from home are expected to join a Teams meeting at the beginning of each class for attendance tracking and to review any important information about the health assignments they should be working on each day. Students who are unable to complete assigned work at home will be required to make up that work the next school day at a time the teacher deems appropriate and could be referred to their guidance counselor or vice principal if extra support is needed. |

**Marks Reporting on PowerSchool**

This assessment scale is used by students during self- and peer-assessment, and by me when evaluating their work. It is important that students engage in the assessment process in a meaningful and honest way so that they can recognize their strengths and weaknesses. This will help us develop a plan for growth.

Instruction, assessment, and grade reporting in this class is **outcome-based**. Lessons and evaluations focus on specific topics, skills, and activities laid out in the provincial curriculum document.

This means that grades in PowerSchool will be organized by individual or groups of course outcomes & topics of study, rather than by task type such as “test, assignment, quiz, lab.” All grades contributing to a student’s overall mark in this course are decided through careful consideration of all the available evidence (including products, observations, and conversations) and are intended to accurately describe each individual student’s abilities and progress toward meeting the outcomes.

**Assessment Policy:**

* Collaboration is encouraged for practice work and assignments, however if it is clear that you have copied or not contributed your fair share, you will have to do the work again, under supervision.
* We will set due dates and assessment dates together as a group, usually at least a week in advance.
* You are responsible for all the material covered in class, regardless of absences. Come see me ASAP if you have missed or know you will miss time.
* I am open to occasional re-assessment on a case by case basis, but you must prove that you have done all assigned practice work and completed all your notes for that material, made an obvious effort to improve your learning, and talk to me about what went wrong.
* Your attendance and participation every day are important. Please ask for help if you are struggling to keep up with the pace. I may assign students to attend Working Period if I think it will help, but you can also request a pass to it yourself.