

# Vanier Catholic Secondary

16 Duke Road, Whitehorse, YT Y1A 4M2  
 Phone: (867) 667-5901 Fax: (867) 393-6370  
 www.vcss.ca

School Year: 2018-19

Course Outline for: PE 8

Teacher(s): D. Stoker

**Course Description:**

The goal of the Physical Education Module Program is to provide students with greater flexibility regarding the activities offered within Physical and Health Education class. Students will have some degree of choice while maintaining the requirements of the physical and health education curriculum. The purpose is to allow students to select a series of activities, which they feel are of greatest interest, in turn teachers have an opportunity to share their expertise with a larger base of students.

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
Aug. Sept.	Daily participation in different types of physical activity influences our physical literacy and personal health & fitness goals  Healthy relationships can help us lead rewarding and fulfilling lives	–proper technique for fundamental movement skills including <i>non-locomotor, locomotor</i> and <i>manipulative skills</i> –participate in different types of physical activities –effects of different types of physical activity on the body	<u>Physical Literacy</u> – develop, refine and apply fundamental movements <u>Healthy and Active Living</u> – Participate daily in physical activity designed to enhance & maintain fitness	<u>Communication</u> – I communicate with my peers using various forms and strategies during class <u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully	–teach each other –students work in pairs, groups, or alone depending on the purpose of the activity –students have some choice of learning activities and topics	–daily participation assessment by teacher/self –model skills –practice skills with reflection and feedback	–movement skills are tested by relays –skills performed in game situations –students assess each other

**Resources required:** YSSA Physical Literacy Resource Manual, Volleyball & Soccer sport equipment

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
Oct. Nov.	<p>Daily participation in different types of physical activity influences our physical literacy and personal health &amp; fitness goals</p> <p>Healthy relationships can help us lead rewarding and fulfilling lives</p> <p>Healthy choices influence our physical, emotional, and mental well-being</p>	<p>–proper technique for fundamental movement skills including <i>non-locomotor, locomotor</i> and <i>manipulative skills</i></p> <p>–participate in different types of physical activities</p> <p>–effects of different types of physical activity on the body</p> <p>–FITT, SAID &amp; specificity</p> <p>–marketing and advertising tactics</p> <p>–healthy sexual decision making</p> <p>–sources of health info</p>	<p><u>Physical Literacy</u> –con’d</p> <p><u>Healthy &amp; Active Living</u></p> <p>–con’d</p> <p><u>Social &amp; Community Health</u></p> <p>–Propose strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations</p> <p><u>Mental Well-Being</u></p> <p>–describe and access strategies for promoting mental well-being for self and others</p> <p>–describe and assess strategies for managing physical, emotional and social changes during puberty and adolescence</p>	<p><u>Communication</u> – I communicate with my peers using various forms and strategies during class</p> <p><u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully</p> <p><u>Personal Awareness and Responsibility</u> – I can use strategies to cope and deal with the stresses in my life</p> <p><u>Positive Personal &amp; Cultural Identity</u> – I am able to identify the different groups that I belong to</p>	<p>–“story telling” of experiences of puberty of adolescence situations</p> <p>–learners are guided to find their own solutions and answer their own questions</p> <p>–students have multiple opportunities for success and quiet recognition</p> <p>–learning is emergent</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills</p> <p>–practice skills with reflection and feedback</p> <p>–finding exercises and proper resistance to achieve fitness goals</p> <p>–learning different strategies to cope with stress that suits the individual</p> <p>–practicing taking heart rates and what it means</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–own training log</p> <p>–heart monitoring lab</p> <p>–written assessment on knowledge of fitness classroom setting</p>

**Resources required:** YSSA Physical Literacy Resource Manual, Volleyball, Badminton, and accessing the Fitness Room in Mezzanine

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
Dec. Jan.	<p>Daily participation in different types of physical activity influences our physical literacy and personal health &amp; fitness goals</p> <p>Healthy relationships can help us lead rewarding and fulfilling lives</p> <p>Healthy choices influence our physical, emotional, and mental well-being</p> <p>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle</p>	<p>–participate in different types of physical activities</p> <p>–effects of different types of physical activity on the body</p> <p>–FITT, SAID &amp; specificity</p> <p>–marketing and advertising tactics</p> <p>–healthy sexual decision making</p> <p>–sources of health info</p> <p>–signs and symptoms of stress, anxiety, and depression</p> <p>–movement concepts and strategies</p>	<p><u>Physical Literacy</u> –con’d</p> <p><u>Healthy &amp; Active Living</u></p> <p>–con’d</p> <p><u>Social &amp; Community Health</u></p> <p>–Propose strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations</p> <p><u>Mental Well-Being</u></p> <p>–describe and access strategies for promoting mental well-being for self and others</p> <p>–describe and assess strategies for managing physical, emotional and social changes during puberty and adolescence</p>	<p><u>Communication</u> – I communicate with my peers using various forms and strategies during class</p> <p><u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully</p> <p><u>Personal Awareness and Responsibility</u> – I can use strategies to cope and deal with the stresses in my life</p> <p><u>Positive Personal &amp; Cultural Identity</u> – I am able to identify the different groups that I belong to</p>	<p>–exposed to archery</p> <p>–AWG visitations</p> <p>–Classroom reflecting “story telling” experiences</p> <p>–learning happens in many locations, inside and outside the school; classroom can be noisy</p> <p>–students work in pairs, groups, or alone depending on the purpose of the activity</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills</p> <p>–practice skills with reflection and feedback</p> <p>–finding exercises and proper resistance to achieve fitness goals</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–own training log</p>

**Resources required:** YSSA Physical Literacy Resource Manual, “Sugar” & “Supersize Me” videos, Sexual booklets, Badminton equipment and accessing the Fitness Room in Mezzanine

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
Feb. March	<p>Daily participation in different types of physical activity influences our physical literacy and personal health &amp; fitness goals</p> <p>Advocating for the health and well-being of others connects us to our community</p> <p>Healthy choices influence our physical, emotional, and mental well-being</p> <p>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle</p>	<p>–participate in different types of physical activities</p> <p>–effects of different types of physical activity on the body</p> <p>–marketing and advertising tactics</p> <p>–healthy sexual decision making</p> <p>–sources of health info</p> <p>–movement concepts and strategies</p> <p>–signs and symptoms of stress, anxiety, and depression</p> <p>–how to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games</p>	<p><u>Physical Literacy</u> –con’d</p> <p><u>Healthy &amp; Active Living</u> –con’d</p> <p><u>Social &amp; Community Health</u></p> <p>–Propose strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations</p> <p><u>Mental Well-Being</u> –con’d</p> <p><u>Healthy and Active Living</u></p> <p>–describe how students’ participation in physical activities at school, home, and in the community can influence their health and fitness</p>	<p><u>Communication</u> – con’d</p> <p><u>Social Responsibility</u> – con’d</p> <p><u>Personal Awareness and Responsibility</u> – I can use strategies to cope and deal with the stresses in my life</p> <p><u>Positive Personal &amp; Cultural Identity</u> – I am able to identify the different groups that I belong to</p> <p><u>Creative Thinking</u> – I can develop ideas concerning my dance</p> <p><u>Critical Thinking</u> – I can analyze, develop and design a group dance</p>	<p>–possible inclusion of traditional drum dancing visitation</p> <p>–students work in pairs, groups, or alone depending on the purpose of the activity</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills having the students demo proper execution of moves</p> <p>–practice skills and dances with reflection and feedback</p> <p>–add the restrictions of size of dance floor and where to move to while dancing</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–practice dances with various partners learning from each other</p> <p>–video students dances to ensure nothing is missed</p>

**Resources required:** YSSA Physical Literacy Resource Manual, Basketball equipment, Dance Music, “Sugar” & “Supersize Me” videos, Sexual booklets

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
April May	<p>Daily participation in different types of physical activity influences our physical literacy and personal health &amp; fitness goals</p> <p>Advocating for the health and well-being of others connects us to our community</p> <p>Healthy choices influence our physical, emotional, and mental well-being</p> <p>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle</p>	<p>–participate in different types of physical activities</p> <p>–effects of different types of physical activity on the body</p> <p>–how to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games</p> <p>–movement concepts and strategies</p>	<p><u>Physical Literacy</u> – develop, refine and apply fundamental movements</p> <p><u>Healthy and Active Living</u></p> <p>–Participate daily in physical activity designed to enhance &amp; maintain fitness</p> <p>–describe how students’ participation in physical activities at school, home, and in the community can influence their health and fitness</p>	<p><u>Communication</u> – I communicate with my peers using various forms and strategies during class</p> <p><u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully</p> <p>–solving problems in peaceful ways</p> <p>–valuing diversity</p> <p><u>Creative Thinking</u> – I can develop ideas concerning my dance</p> <p><u>Critical Thinking</u> – I can analyze, develop and design a group dance</p>	<p>–students construct knowledge through gathering and synthesizing information</p> <p>–students have some choice of learning activities and topics</p> <p>–AWG visitations</p> <p>–Archery visitation</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills having the students demo proper execution of moves</p> <p>–practice skills and dances with reflection and feedback</p> <p>–add the restrictions of size of dance floor and where to move to while dancing</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–practice dances with various partners learning from each other</p> <p>–video students dances to ensure nothing is missed</p>

**Resources required:** YSSA Physical Literacy Resource Manual, Basketball equipment, Dance Music, and accessing the Fitness Room in Mezzanine

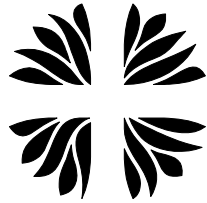
**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

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June	<p>Daily participation in different types of physical activity influences our physical literacy and personal health &amp; fitness goals</p> <p>Advocating for the health and well-being of others connects us to our community</p> <p>Healthy choices influence our physical, emotional, and mental well-being</p> <p>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle</p>	<p>–participate in different types of physical activities</p> <p>–effects of different types of physical activity on the body</p> <p>–how to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games</p> <p>–movement concepts and strategies</p>	<p><u>Physical Literacy</u> – develop, refine and apply fundamental movements</p> <p><u>Healthy and Active Living</u></p> <p>–Participate daily in physical activity designed to enhance &amp; maintain fitness</p> <p>–describe how students’ participation in physical activities at school, home, and in the community can influence their health and fitness</p>	<p><u>Communication</u> – I communicate with my peers using various forms and strategies during class</p> <p><u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully</p> <p><u>Creative Thinking</u> – I can develop ideas concerning my dance</p> <p><u>Critical Thinking</u> – I can analyze, develop and design a group dance</p> <p><u>Positive Personal &amp; Cultural Identity</u> – I am able to identify my personal strengths and abilities in Physical &amp; Health Education</p>	<p>–Connecting and engaging with others</p> <p>–Contributing to community and caring for the environment</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills</p> <p>–practice skills with reflection and feedback</p> <p>–finding exercises and proper resistance to achieve fitness goals</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p>

**Resources required:** YSSA Physical Literacy Resource Manual, Volleyball, Football, and various sport equipment

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance



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School Year: 2018-19

Course Outline for: PE 9

Teacher(s): D. Stoker

**Course Description:**

The goal of the Physical Education Module Program is to provide students with greater flexibility regarding the activities offered within Physical and Health Education class. Students will have some degree of choice while maintaining the requirements of the physical and health education curriculum. The purpose is to allow students to select a series of activities, which they feel are of greatest interest, in turn teachers have an opportunity to share their expertise with a larger base of students.

**Assessment and Unit Overview:**

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Aug. Sept.	Daily participation in different types of physical activity influences our physical literacy and personal health & fitness goals  Healthy relationships can help us lead rewarding and fulfilling lives	–proper technique for fundamental movement skills including <i>non-locomotor, locomotor</i> and <i>manipulative skills</i> –participate in different types of physical activities –effects of different types of physical activity on the body	<u>Physical Literacy</u> – develop, refine and apply fundamental movements <u>Healthy and Active Living</u> – Participate daily in physical activity designed to enhance & maintain fitness	<u>Communication</u> – I communicate with my peers using various forms and strategies during class <u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully	–teach each other –students work in pairs, groups, or alone depending on the purpose of the activity –students have some choice of learning activities and topics	–daily participation assessment by teacher/self –model skills –practice skills with reflection and feedback	–movement skills are tested by relays –skills performed in game situations –students assess each other

**Resources required:** YSSA Physical Literacy Resource Manual, Football, Volleyball & Soccer sport equipment

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

**Assessment and Unit Overview:**

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Oct. Nov.	<p>Daily participation in different types of physical activity influences our physical literacy and personal health &amp; fitness goals</p> <p>Healthy relationships can help us lead rewarding and fulfilling lives</p> <p>Healthy choices influence our physical, emotional, and mental well-being</p>	<p>–proper technique for fundamental movement skills including <i>non-locomotor, locomotor</i> and <i>manipulative skills</i></p> <p>–participate in different types of physical activities</p> <p>–effects of different types of physical activity on the body</p> <p>–FITT, SAID &amp; specificity</p> <p>–marketing and advertising tactics</p> <p>–healthy sexual decision making</p> <p>–sources of health info</p> <p>–apply methods of monitoring and adjusting exertion levels in physical activity</p>	<p><u>Physical Literacy</u> –con’d</p> <p><u>Healthy &amp; Active Living</u> –con’d</p> <p><u>Social &amp; Community Health</u></p> <p>–Propose strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations</p> <p>–Analyze strategies for responding to discrimination, stereotyping, and bullying</p> <p><u>Mental Well-Being</u></p> <p>–describe and assess strategies for managing physical, emotional and social changes during puberty and adolescence</p>	<p><u>Communication</u></p> <p>– I communicate with my peers using various forms and strategies during class</p> <p><u>Social Responsibility</u></p> <p>– contributing to community and caring for the environment</p> <p><u>Personal Awareness and Responsibility</u> – I can use strategies to cope and deal with the stresses in my life</p> <p><u>Positive Personal &amp; Cultural Identity</u> – I am able to identify my personal strengths and abilities in Physical &amp; Health Education</p>	<p>–“story telling” of experiences of puberty of adolescence situations</p> <p>–learners are guided to find their own solutions and answer their own questions</p> <p>–students have multiple opportunities for success and quiet recognition</p> <p>–learning is emergent</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills</p> <p>–practice skills with reflection and feedback</p> <p>–finding exercises and proper resistance to achieve fitness goals</p> <p>–learning different strategies to cope with stress that suits the individual</p> <p>–practicing taking heart rates and what it means</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–own training log</p> <p>–heart monitoring lab</p> <p>–written assessment on knowledge of fitness classroom setting</p>

**Resources required:** YSSA Physical Literacy Resource Manual, Volleyball, Badminton, Various Games, and accessing the Fitness Room in Mezzanine

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance



**Assessment and Unit Overview:**

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Dec. Jan.	<p>Daily participation in different types of physical activity influences our physical literacy and personal health &amp; fitness goals</p> <p>Healthy relationships can help us lead rewarding and fulfilling lives</p> <p>Healthy choices influence our physical, emotional, and mental well-being</p> <p>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle</p>	<p>–participate in different types of physical activities</p> <p>–consequences of health decisions, including nutrition, STI’s and sleep routines</p> <p>–FITT, SAID &amp; specificity</p> <p>–healthy sexual decision making</p> <p>–sources of health info</p> <p>–signs and symptoms of stress, anxiety, and depression</p> <p>–movement concepts and strategies</p> <p>–basic principles for responding to emergencies</p> <p>–physical, emotional, and social aspects of psychoactive substance use and potential addictive behaviours</p>	<p><u>Physical Literacy</u> –con’d</p> <p><u>Healthy &amp; Active Living</u> –con’d</p> <p><u>Social &amp; Community Health</u></p> <p>–Propose strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations</p> <p><u>Mental Well-Being</u></p> <p>–describe and access strategies for promoting mental well-being for self and others</p> <p>–describe and assess strategies for managing physical, emotional and social changes during puberty and adolescence</p>	<p><u>Communication</u> – I communicate with my peers using various forms and strategies during class</p> <p><u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully</p> <p><u>Personal Awareness and Responsibility</u> – I can use strategies to cope and deal with the stresses in my life</p> <p><u>Positive Personal &amp; Cultural Identity</u> – I am able to identify the different groups that I belong to</p>	<p>–exposed to archery</p> <p>–AWG visitations</p> <p>–Classroom reflecting “story telling” experiences</p> <p>–learning happens in many locations, inside and outside the school; classroom can be noisy</p> <p>–students work in pairs, groups, or alone depending on the purpose of the activity</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills</p> <p>–practice skills with reflection and feedback</p> <p>–finding exercises and proper resistance to achieve fitness goals</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–own training log</p>

**Resources required:** YSSA Physical Literacy Resource Manual, “Sugar” & “Supersize Me” videos, Sexual booklets, Badminton equipment and accessing the Fitness Room in Mezzanine

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

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Feb. March	<p>Daily participation in different types of physical activity influences our physical literacy and personal health &amp; fitness goals</p> <p>Advocating for the health and well-being of others connects us to our community</p> <p>Healthy choices influence our physical, emotional, and mental well-being</p> <p>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle</p>	<p>–participate in different types of physical activities</p> <p>–consequences of health decisions, including nutrition, STI’s and sleep routines</p> <p>–FITT, SAID &amp; specificity</p> <p>–healthy sexual decision making</p> <p>–sources of health info</p> <p>–signs and symptoms of stress, anxiety, and depression</p> <p>–movement concepts and strategies</p> <p>–basic principles for responding to emergencies</p> <p>–physical, emotional, and social aspects of psychoactive substance use and potential addictive behaviours</p>	<p><u>Physical Literacy</u> –con’d</p> <p><u>Healthy &amp; Active Living</u> –con’d</p> <p><u>Social &amp; Community Health</u></p> <p>–Propose strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations</p> <p><u>Mental Well-Being</u></p> <p>–describe and access strategies for promoting mental well-being for self and others</p> <p>–describe and assess strategies for managing physical, emotional and social changes during puberty and adolescence</p>	<p><u>Communication</u> – con’d</p> <p><u>Social Responsibility</u> – con’d</p> <p><u>Personal Awareness and Responsibility</u> – I can use strategies to cope and deal with the stresses in my life</p> <p><u>Positive Personal &amp; Cultural Identity</u> – I am able to identify the different groups that I belong to</p> <p><u>Creative Thinking</u> – I can develop ideas concerning my dance</p> <p><u>Critical Thinking</u> – I can analyze, develop and design a group dance</p>	<p>–possible inclusion of traditional drum dancing visitation</p> <p>–students work in pairs, groups, or alone depending on the purpose of the activity</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills having the students demo proper execution of moves</p> <p>–practice skills and dances with reflection and feedback</p> <p>–add the restrictions of size of dance floor and where to move to while dancing</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–practice dances with various partners learning from each other</p> <p>–video students dances to ensure nothing is missed</p>

**Resources required:** YSSA Physical Literacy Resource Manual, Basketball equipment, Dance Music, “Sugar” & “Supersize Me” videos, Sexual booklets

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**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
April May	<p>Daily participation in different types of physical activity influences our physical literacy and personal health &amp; fitness goals</p> <p>Advocating for the health and well-being of others connects us to our community</p> <p>Healthy choices influence our physical, emotional, and mental well-being</p> <p>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle</p>	<p>–participate in different types of physical activities</p> <p>–consequences of health decisions, including nutrition, STI’s and sleep routines</p> <p>–FITT, SAID &amp; specificity</p> <p>–healthy sexual decision making</p> <p>–sources of health info</p> <p>–signs and symptoms of stress, anxiety, and depression</p> <p>–movement concepts and strategies</p> <p>–basic principles for responding to emergencies</p> <p>–physical, emotional, and social aspects of psychoactive substance use and potential addictive behaviours</p>	<p><u>Physical Literacy</u> – develop, refine and apply fundamental movements</p> <p><u>Healthy and Active Living</u></p> <p>–Participate daily in physical activity designed to enhance &amp; maintain fitness</p> <p>–describe how students’ participation in physical activities at school, home, and in the community can influence their health and fitness</p>	<p><u>Communication</u> – I communicate with my peers using various forms and strategies during class</p> <p><u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully</p> <p>–solving problems in peaceful ways</p> <p>–valuing diversity</p> <p><u>Creative Thinking</u> – I can develop ideas concerning my dance</p> <p><u>Critical Thinking</u> – I can analyze, develop and design a group dance</p>	<p>–students construct knowledge through gathering and synthesizing information</p> <p>–students have some choice of learning activities and topics</p> <p>–AWG visitations</p> <p>–Archery visitation</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills having the students demo proper execution of moves</p> <p>–practice skills and dances with reflection and feedback</p> <p>–add the restrictions of size of dance floor and where to move to while dancing</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–practice dances with various partners learning from each other</p> <p>–video students dances to ensure nothing is missed</p>

**Resources required:** YSSA Physical Literacy Resource Manual, Basketball equipment, Dance Music, and accessing the Fitness Room in Mezzanine

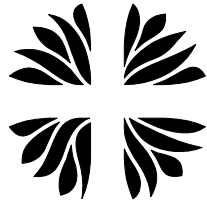
**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
June	<p>Daily participation in different types of physical activity influences our physical literacy and personal health &amp; fitness goals</p> <p>Advocating for the health and well-being of others connects us to our community</p> <p>Healthy choices influence our physical, emotional, and mental well-being</p> <p>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle</p>	<p>–participate in different types of physical activities</p> <p>–effects of different types of physical activity on the body</p> <p>–how to participate in different types of physical activities including individual and dual activities, rhythmic activities, and games</p> <p>–movement concepts and strategies</p>	<p><u>Physical Literacy</u> – develop, refine and apply fundamental movements</p> <p><u>Healthy and Active Living</u></p> <p>–Participate daily in physical activity designed to enhance &amp; maintain fitness</p> <p>–describe how students’ participation in physical activities at school, home, and in the community can influence their health and fitness</p>	<p><u>Communication</u> – I communicate with my peers using various forms and strategies during class</p> <p><u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully</p> <p><u>Creative Thinking</u> – I can develop ideas concerning my dance</p> <p><u>Critical Thinking</u> – I can analyze, develop and design a group dance</p> <p><u>Positive Personal &amp; Cultural Identity</u> – I am able to identify my personal strengths and abilities in Physical &amp; Health Education</p>	<p>–Connecting and engaging with others</p> <p>–Contributing to community and caring for the environment</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills</p> <p>–practice skills with reflection and feedback</p> <p>–finding exercises and proper resistance to achieve fitness goals</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p>

**Resources required:** YSSA Physical Literacy Resource Manual, Volleyball, Football, and various sport equipment

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance



# Vanier Catholic Secondary

16 Duke Road, Whitehorse, YT Y1A 4M2  
 Phone: (867) 667-5901 Fax: (867) 393-6370  
 www.vcss.ca

School Year: 2018-19

Course Outline for: PE 10

Teacher(s): D. Stoker

**Course Description:**

The goal of Vanier's Program is to provide students with greater flexibility regarding the activities offered within Physical and Health Education class. Students will have some degree of choice while maintaining the requirements of the physical and health education curriculum. The purpose is to allow students to select a series of activities, which they feel are of greatest interest, in turn students will have an opportunity to share their expertise with the choices made. This year focuses on the bones, muscles and energy systems of the human body and how to train them.

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
Aug. Sept.	Understanding our strengths, weaknesses, and personal prefs helps us plan and achieve our goals  Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives	–proper technique for movement skills –participate in different types of physical activities –effects of different types of physical activity on the body –FITT, SAID & specificity –ways to monitor and adjust physical exertion lvls	<u>Physical Literacy</u> –refine and apply movement skills in variety of physical activities and environments –apply and refine movement concepts and strategies in different physical activities <u>Healthy and Active Living</u> –Participate daily in physical activity designed to enhance & maintain health components of fitness	<u>Communication</u> – I communicate with my peers using various forms and strategies during class <u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully	–teach each other –students work in pairs, groups, or alone depending on the purpose of the activity –students have some choice of learning activities and topics	–daily participation assessment by teacher/self –model skills –practice skills with reflection and feedback –student led skill teaching (preparing)	–movement skills are tested by relays –skills performed in game situations –students assess each other –students group teaching of various skills (peer& teacher evaluation)

**Resources required:** YSSA Physical Literacy Resource Manual, various sporting equipment based on choices of activities by students, and accessing the Fitness Room in Mezzanine

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
Oct. Nov.	<p>Understanding our strengths, weaknesses, and personal prefs helps us plan and achieve our goals</p> <p>Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives</p> <p>Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being</p> <p>Personal fitness can be maintained and improved through regular participation in physical activities</p>	<p>–participate in different types of physical activities</p> <p>–effects of different types of physical activity on the body</p> <p>–FITT, SAID &amp; specificity</p> <p>–healthy sexual decision making</p> <p>–sources of health info</p> <p>–apply methods of monitoring and adjusting exertion levels in physical activity</p> <p>–understand the bones, muscles &amp; energy systems of the human body</p>	<p><u>Physical Literacy</u></p> <p>–Refine and apply mov’t skills in a variety of physical activities and environments</p> <p><u>Healthy &amp; Active Living</u></p> <p>–Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies</p> <p><u>Social &amp; Community Health</u></p> <p>–Propose strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations</p> <p><u>Mental Well-Being</u></p> <p>–describe and assess strategies for managing physical, emotional and social changes during puberty and adolescence</p>	<p><u>Communication</u></p> <p>– I communicate with my peers using various forms and strategies during class</p> <p><u>Social Responsibility</u></p> <p>– contributing to community and caring for the environment</p> <p><u>Personal Awareness and Responsibility</u> – I can use strategies to cope and deal with the stresses in my life</p> <p><u>Positive Personal &amp; Cultural Identity</u> – I am able to identify my personal strengths and abilities in Physical &amp; Health Education</p>	<p>–“story telling” of experiences of puberty of adolescence situations</p> <p>–learners are guided to find their own solutions and answer their own questions</p> <p>–students have multiple opportunities for success and quiet recognition</p> <p>–learning is emergent</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills</p> <p>–practice skills with reflection and feedback</p> <p>–student led skill teaching (preparing – finding exercises and proper resistance to achieve fitness goals</p> <p>–learning different strategies to cope with stress that suits the individual</p> <p>–making fitness goals for wt. training etc...adapting FITT principle</p> <p>–finding exercises and proper resistance to achieve fitness goals</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–own training log</p> <p>–heart monitoring lab</p> <p>–written assessment on knowledge of fitness classroom setting</p>

**Resources required:** YSSA Physical Literacy Resource Manual, Volleyball, Badminton, Various Games, and accessing the Fitness Room in Mezzanine

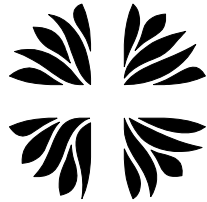
**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
Dec. Jan.	<p>Understanding our strengths, weaknesses, and personal prefs helps us plan and achieve our goals</p> <p>Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives</p> <p>Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being</p> <p>Personal fitness can be maintained and improved through regular participation in physical activities</p>	<p>–participate in different types of physical activities</p> <p>–effects of different types of physical activity on the body</p> <p>–FITT, SAID &amp; specificity</p> <p>–healthy sexual decision making</p> <p>–sources of health info</p> <p>–apply methods of monitoring and adjusting exertion levels in physical activity</p> <p>–understand the bones, muscles &amp; energy systems of the human body</p>	<p><u>Physical Literacy</u></p> <p>–Refine and apply mov’t skills in a variety of physical activities and environments</p> <p><u>Healthy &amp; Active Living</u></p> <p>–Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies</p> <p><u>Social &amp; Community Health</u></p> <p>–Propose strategies for avoiding and/or responding to potentially unsafe, abusive or exploitive situations</p> <p><u>Mental Well-Being</u></p> <p>–describe and assess strategies for managing physical, emotional and social changes during puberty and adolescence</p>	<p><u>Communication</u> – I communicate with my peers using various forms and strategies during class</p> <p><u>Social Responsibility</u> – I can interact with others and the environment respectfully and thoughtfully</p> <p><u>Personal Awareness and Responsibility</u> – I can use strategies to cope and deal with the stresses in my life</p> <p><u>Positive Personal &amp; Cultural Identity</u> – I am able to identify my personal strengths and abilities in Physical &amp; Health Education</p>	<p>–exposed to archery</p> <p>–AWG visitations</p> <p>–learning happens in many locations, inside and outside the school; classroom can be noisy</p> <p>–students work in pairs, groups, or alone depending on the purpose of the activity</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills</p> <p>–practice skills with reflection and feedback</p> <p>–student led skill teaching (preparing – finding exercises and proper resistance to achieve fitness goals</p> <p>–learning different strategies to cope with stress that suits the individual</p> <p>–making fitness goals for wt. training etc...adapting FITT principle</p> <p>–finding exercises and proper resistance to achieve fitness goals</p>	<p>–movement skills are tested by relays</p> <p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–own training log</p> <p>–heart monitoring lab</p> <p>–written assessment on knowledge of fitness classroom setting</p>

**Resources required:** YSSA Physical Literacy Resource Manual, “Sugar” & “Supersize Me” videos, Sexual booklets, Badminton equipment and accessing the Fitness Room in Mezzanine

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance



# Vanier Catholic Secondary

16 Duke Road, Whitehorse, YT Y1A 4M2  
 Phone: (867) 667-5901 Fax: (867) 393-6370  
 www.vcss.ca

School Year: 2018-19

Course Outline for: PE 11/12

Teacher(s): D. Stoker

**Course Description:**

The goal of Vanier's Program is to provide students with greater flexibility regarding the activities offered within Physical and Health Education class. Students will have some degree of choice while maintaining the requirements of the physical and health education curriculum. The purpose is to allow students to select a series of activities, which they feel are of greatest interest, in turn students will have an opportunity to share their expertise with the choices made. This year will also focus on a review of all (from nutrition to bones, muscles and energy systems, to healthy sexual decision making) and being active for life!

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
Aug. Sept.	Physical activity is an important part of overall health and well-being  Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity	–the role of nutrition and how it can affect health and performance –the benefits of physical activities for health and mental well-being –physical activity safety and etiquette –rules and guidelines for different types of sports and activities	<u>Health &amp; Well-Being</u> – Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities –Develop and demo skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities	<u>Communication</u> – I communicate with my peers using various forms and strategies during class <u>Personal Awareness and Responsibility</u> – I can sustain a healthy and balanced active lifestyle <u>Critical Thinking</u> I can pursue interests and passions in activities from my confidence	–teach each other –students work in pairs, groups, or alone depending on the purpose of the activity –students have some choice of learning activities and topics	–daily participation assessment by teacher/self –model skills –practice skills with reflection and feedback –student led skill teaching (preparing)	–movement skills are tested by relays –skills performed in game situations –students assess each other –students group teaching of various skills (peer& teacher evaluation)

**Resources required:** YSSA Physical Literacy Resource Manual, various sporting equipment based on choices of activities by students, and accessing the Fitness Room in Mezzanine

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance



**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
Oct. Nov.	<p>Physical activity is an important part of overall health and well-being</p> <p>Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity</p> <p>Safety and injury prevention practices allow lifelong participation in physical activities</p>	<p>–the role of nutrition and how it can affect health and performance</p> <p>–the benefits of physical activities for health and mental well-being</p> <p>–physical activity safety and etiquette</p> <p>–rules and guidelines for different types of sports and activities</p> <p>–ways to monitor and adjust physical exertion levels</p> <p>–potential barriers to participation</p> <p>–recreational resources available in the community</p>	<p><u>Health &amp; Well-Being</u></p> <p>– Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities</p> <p>– Develop and demo skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities</p> <p><u>Safety</u></p> <p>– Explain how the use of proper techniques prevents injury</p> <p><u>Participation</u></p> <p>– Plan ways to overcome potential barriers to participate in physical activities</p>	<p><u>Communication</u></p> <p>– I explain/recount and reflect on experiences and accomplishments</p> <p><u>Positive Personal &amp; Cultural Identity</u></p> <p>– I can sustain a healthy and balanced active lifestyle</p> <p><u>Creative Thinking</u></p> <p>– Generating and developing ideas for me being active for life</p> <p><u>Critical Thinking</u></p> <p>I can pursue interests and passions in activities from my confidence</p>	<p>–“story telling” of experiences of puberty of adolescence situations</p> <p>–learners are guided to find their own solutions and answer their own questions</p> <p>–students have multiple opportunities for success and quiet recognition</p> <p>–learning is emergent</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills</p> <p>–practice skills with reflection and feedback</p> <p>–student led skill teaching (preparing – finding exercises and proper resistance to achieve fitness goals</p> <p>–learning different strategies to cope with stress that suits the individual</p> <p>–finding exercises and proper resistance to achieve fitness goals</p>	<p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–own training log</p> <p>–heart monitoring lab</p> <p>–students group teaching of various skills (peer&amp; teacher evaluation)</p>

**Resources required:** YSSA Physical Literacy Resource Manual, various sporting equipment based on choices of activities by students, and accessing the Fitness Room in Mezzanine

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance

**Assessment and Unit Overview:**

Time Period	<b>UNDERSTAND</b> Big Idea	<b>KNOW</b> Key Content Standard	<b>DO</b> Key Curricular Competencies	Core Competencies	First Nations Ways of Knowing and Doing	FORMATIVE PIECES	SUMMATIVE PIECES
Dec. Jan.	<p>Physical activity is an important part of overall health and well-being</p> <p>Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity</p> <p>Safety and injury prevention practices allow lifelong participation in physical activities</p>	<p>–the role of nutrition and how it can affect health and performance</p> <p>–the benefits of physical activities for health and mental well-being</p> <p>–physical activity safety and etiquette</p> <p>–rules and guidelines for different types of sports and activities</p> <p>–ways to monitor and adjust physical exertion levels</p> <p>–potential barriers to participation</p> <p>–recreational resources available in the community</p>	<p><u>Health &amp; Well-Being</u></p> <p>– Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities</p> <p><u>Leadership</u></p> <p>– Demonstrate competencies and problem-solving strategies required for physical activity and recreation leadership</p> <p>–Develop and demo skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities</p> <p><u>Participation</u></p> <p>– Plan ways to overcome potential barriers to participate in physical activities</p>	<p><u>Communication</u></p> <p>– I explain/recount and reflect on experiences and accomplishments</p> <p><u>Positive Personal &amp; Cultural Identity</u></p> <p>– I can sustain a healthy and balanced active lifestyle</p> <p><u>Creative Thinking</u></p> <p>– Generating and developing ideas for me being active for life</p> <p><u>Critical Thinking</u></p> <p>I can pursue interests and passions in activities from my confidence</p>	<p>–exposed to archery</p> <p>–AWG visitations</p> <p>–learning happens in many locations, inside and outside the school; classroom can be noisy</p> <p>–students work in pairs, groups, or alone depending on the purpose of the activity</p>	<p>–daily participation assessment by teacher/self</p> <p>–model skills</p> <p>–practice skills with reflection and feedback</p> <p>–student led skill teaching (preparing – finding exercises and proper resistance to achieve fitness goals</p> <p>–learning different strategies to cope with stress that suits the individual</p> <p>–finding exercises and proper resistance to achieve fitness goals</p>	<p>–skills performed in game situations</p> <p>–students assess each other</p> <p>–own training log</p> <p>–students group teaching of various skills (peer&amp; teacher evaluation)</p>

**Resources required:** YSSA Physical Literacy Resource Manual, various sporting equipment based on choices of activities by students, and accessing the Fitness Room in Mezzanine

**Evaluation and Reporting Plan:** Use of Aspen Gradebook to record evidence of student performance