

OUTREACH HIGH SCHOOL

STANDARDS & PROCEDURES

Subject:	Physical Education and Health Secondary V
Teachers:	Dino Dafniotis
School Year:	2022-2023

Term 1 (20%)		
Competencies Targeted	Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)	General Timeline (e.g., end of term, midterm, etc.)
<p><u>Competency 1 – Performs movement skills in different physical activity settings</u> Performance of effective movement skills</p> <p><u>Competency 3</u> <u>Adopts a healthy, active lifestyle</u> Fitness tests / fitness training</p>	<p>May include standardised tests such as: Beep test Cooper test Fitness test</p> <p>May include different individual sports and activities such as: Aerobics / Circuit training Running Track and field</p> <p>May include homework such as: Autoevaluation and setting personal goals Cardiovascular system label How can I improve Human muscles label Respiratory system label</p>	<p>The evaluation will be ongoing and based heavily on in-class participation and level of effort put into each task. Therefore, it is mandatory for each student to come prepared with their proper physical education uniform to each class.</p>
<p>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</p> <p>Website Progress reports Report cards Emails Student Agendas Phone Calls</p>	<p>Other Pertinent Information</p> <p>Ethics Safety Rules Game Rules Segments in a stable position and movement in different planes (sagittal, frontal, horizontal) Speed of movement and travel Cardiovascular endurance Flexibility Strength-endurance Improving the quality of recovery, the ability to work and the body's response or emergency's response Effect on body weight</p>	<p>(e.g., topics to be covered)</p> <p>Improved muscle mass and tone, posture and flexibility Improved coordination and efficiency physical Improved cardiovascular endurance Needs depending on the intensity of the activity (ex.hydratation, food choices to support before, during or after activity) Effects on their physical well-being Effects on their psychological well-being</p>

Term 2 (20%)		
Competencies Targeted	Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)	General Timeline (e.g., end of term, midterm, etc.)
<p><u>Competency 2 – Interacts with others in different physical activity settings</u> Individual or team strategy (theory and performance) Fair play</p> <p><u>Competency 3</u> <u>Adopts a healthy, active lifestyle</u> Healthy choices Fitness tests</p>	<p>May include standardised tests such as: Beep test Cooper test Fitness test</p> <p>May include presentations such as: Cool downs Stretches Warm ups</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: Acrogym Badminton Basketball Cross Floor hockey Handball Kinball Soccer (indoor/outdoor) Volleyball</p> <p>May include strategy evaluation such as: Practice Written</p> <p>May include homework such as: CFG evaluation Different types of diets (athletes / general public)</p>	<p>The evaluation will be ongoing and based heavily on in-class participation and level of effort put into each task. Therefore, it is mandatory for each student to come prepared with their proper physical education uniform to each class.</p>
<p>Communication to Students and Parents (e.g., note home, website, agenda, report cards)</p> <p>Website Progress reports Report cards Emails Student Agendas Phone Calls</p>	<p>Other Pertinent Information</p> <p>Needs depending on the intensity of the activity (ex.hydratation, food choices to support before, during or after activity) The body and its parts in relation to an object or an area Technical elements of the action-related activities</p>	<p>(e.g., topics to be covered)</p> <p>Improved muscle mass and tone, posture and flexibility Improved coordination and efficiency physical Improved cardiovascular endurance Effects on their physical and psychological well-being</p>

Term 3 (60%)		
Competencies Targeted	Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects)	General Timeline (e.g., end of term, midterm, etc.)
<p><u>Competency 1 – 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 – Interacts with others in different physical activity settings</u> Individual or team strategy (theory and performance) Fair play</p> <p><u>Competency 3</u> <u>Adopts a healthy, active lifestyle</u> Healthy choices Fitness tests</p>	<p>May include standardised tests such as: Beep test Cooper test Fitness test</p> <p>May include presentations such as: Aerobics / Circuits Cool downs Stretches Warm ups</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: Acrogym Badminton Basketball Cross Floor hockey Handball Kinball Soccer (indoor/outdoor) Volleyball</p> <p>May include different individual sports and activities such as: Circuit training / Aerobics Running Track and field</p>	<p>The evaluation will be ongoing and based heavily on in-class participation and level of effort put into each task. Therefore, it is mandatory for each student to come prepared with their proper physical education uniform to each class.</p>
Communication to Students and Parents (e.g., note home, website, agenda, report cards)	End of Year Evaluation (e.g., complementary exam, uniform exam, etc.)	Other Pertinent Information (e.g., topics to be covered)
<p>Website Progress reports Report cards Emails Student Agendas Phone Calls</p>		<p>Effects on their physical and psychological well being Types of stress and daily impact Side effects in the short and long term on various systems (cardiovascular, pulmonary, muscular, nervous, etc.). Effects on the psychological state Effects on lifestyle Effects on physical capacity</p>

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

Students are expected to show up to every class with:

Running Shoes with Proper Support and that tighten (ex. laces)

Socks (no tights or socks higher than the knee are permitted to be worn) Water Bottle
(reusable)

Individual Required Medication (ex. asthma inhaler, knee brace, EpiPen etc.)