



KILLARNEY SECONDARY SCHOOL

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<http://www.vsb.bc.ca/schools/killarney/>

Physical & Health Education 8 / 9

Killarney Secondary 2020/2021 PHE Staff:

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All teachers will be using and communicating with their students through **Microsoft Teams**

We acknowledge and appreciate that we live, work, play, and learn on the unceded and traditional territory of the xʷməθkʷəy̓əm (Musqueam), sel̓íl̓wítulh (Tsleil Waututh) and sḵwx̱wú7mesh (Squamish) Coast Salish peoples.

Indigenous Perspectives: Indigenous knowledge and perspectives are an important part of the historical foundation of both B.C. and Canada and are integrated into every subject in the new curriculum. All students will have opportunities to better understand and respect a variety of cultures, both their own and others.

CLASSROOM EXPECTATIONS

Students must adhere the **VSB District Code of Conduct**.

This document can be downloaded from:

https://www.vsb.bc.ca/District/Departments/Office_of_the_Superintendent/Administrative-Procedures-Manual/Pages/300-Students.aspx

Equipment and Materials:

PE STRIP: Students are required to arrive to school wearing appropriate PE strip:

- T-Shirt/Hoody/Sweatshirt – light grey
- Running Shoes with Laces & Socks
- Athletic Shorts/ Pants - black
- Water Bottle & Hair Tie

Changerooms/PE Lockers will nOt be available for student use.

Supplemental Fees: None – Optional fees May be collected at a later date to accommodate field studies.

Policies and Procedures

Face to Face	Remote Learning
<ul style="list-style-type: none">• Students to arrive to class in PE strip.• Wash/sanitize hands before entering class.• Check facility schedule outside of the Gyms at the start of each class to check meeting location.• Once present, please sit quietly, spaced out, in your attendance rows. Teacher will review• As the gym entrance is a common area, students should wear their masks when entering.	<ul style="list-style-type: none">• Students are responsible for accessing Microsoft Teams.• Students should check Microsoft Teams daily when participating remotely. Teachers will provide more information as to when to expect specific assignments/lessons.

Students who will be absent or who are having trouble accessing Teams should contact their teacher immediately.

Attendance: Recorded and reported for each class. Chronic absenteeism can significantly impact student learning and progress. Please refer to the Student Agenda for detailed Attendance Policies, including extended absences.

Tardiness: Students must be in their classroom before the beginning of each period. Students who are frequently late may be required to make up the time at the teacher's discretion.

Academic Integrity: Students are expected to practice academic honesty and personal integrity by not participating in or encouraging plagiarism or cheating.

Assignments: It is the student's responsibility to have assignments completed on time. Students who are absent are expected to find out what the assignment was and hand it in the following class.

Extra Help: Available by appointment and during assigned flex time

PE - CURRICULUM

All areas of Curriculum Learning are based on the “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. The three elements work together to support deeper learning:

BIG IDEAS: Students are expected to understand the following

<p>Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.</p>	<p>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.</p>	<p>Healthy choices influence our physical, emotional, and mental well-being.</p>	<p>Healthy relationships can help us lead rewarding and fulfilling lives.</p>	<p>Advocating for the health and well-being of others connects us to our community.</p>
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Curricular Competencies (Condensed)	Content (Condensed)
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Develop, refine, and apply fundamental movement skills, movement concepts, and strategies in a variety of physical activities and environments • Develop and demonstrate safety, fair play, and leadership in physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity designed to enhance and maintain health components of fitness • Assess factors that influence healthy choices and their potential health effects <p>Social and community health</p> <ul style="list-style-type: none"> • Create strategies for promoting the health and well-being of the school and community <p>Mental well-being</p> <ul style="list-style-type: none"> • Describe and assess strategies for promoting mental well-being, for self and others 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities • training principles to enhance personal fitness levels • effects of different types of physical activity on the body • healthy sexual decision making • marketing and advertising tactics aimed at children and youth, including those involving food and supplements • potential short-term and long-term consequences of health decisions • signs and symptoms of stress, anxiety, and depression

Full Curriculum at: <https://www.curriculum.gov.bc.ca/curriculum/physical-health-education>

CORE COMPETENCIES

All courses also emphasize the Core Competencies, a set of intellectual, personal, and social and emotional proficiencies that all students need to develop to engage in deep and life-long learning.

The three core competencies are:

Communication...	Thinking...	Personal & Social...
<p>competencies encompass the knowledge, skills, processes, and dispositions we associate with interactions with others. The communication core competency has two interrelated sub-competencies:</p> <ul style="list-style-type: none"> • Communicating • Collaborating 	<p>competencies encompass the knowledge, skills and processes we associate with intellectual development and is demonstrated through:</p> <ul style="list-style-type: none"> • Creative thinking • Critical thinking 	<p>competencies relate to students' identity in the world, both as individuals and as members of their community and society. This includes:</p> <ul style="list-style-type: none"> • Positive personal & cultural identity • Personal awareness & responsibility • Social responsibility

ASSESSMENT & EVALUATION

As learning is an individual journey, assessment and evaluation is cumulative. The emphasis is on supporting students to achieve competency.

The purpose of assessment is to facilitate learning and move it forward in an equitable and inclusive way. It helps students answer three questions about their learning:

Where am I now?

Where am I going?

How do I get there?

For communicating student learning purposes, the assessment & evaluation scheme is as follows:

BEGINNING (EMERGING)	DEVELOPING	APPLYING (PROFICIENT)	EXTENDING
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
<p>IN PROGRESS OR INCOMPLETE: The student, for a variety of reasons, has <i>insufficient evidence</i> to determine a level of understanding of the concepts and competencies to the expected learning.</p>			

COMMUNICATING STUDENT LEARNING (CSL):

For communicating student learning purposes, the assessment & evaluation timeline is as follows. Please note that Interim reports will only have a comment and work habit.

The year-end report (Report 2) may include a student self-assessment on their core competencies.

Reporting Timeline

Quarter 1 (November 20, 2020)

Quarter 2 (February 3, 2021)

Quarter 3 (April 23, 2021)

Quarter 4 (June 29, 2021)