



KILLARNEY SECONDARY SCHOOL

6454 Killarney Street, Vancouver B.C. V5S 2X7

Telephone: 604-713-8950 FAX: 604-713-8949

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

Active Living 11 / 12

Killarney Secondary 2020/2021 PHE Staff:

Paul Jones/Kevin Chu <i>(Department Head & Athletic Director)</i>	pjones@vsb.bc.ca
Jacky Koo	jkoo@vsb.bc.ca
David Lopez	dlopez@vsb.bc.ca
John Roselli	groselli@vsb.bc.ca
Tina Veness Kehler <i>(Acting Department Head/Athletic Director)</i>	tveness@vsb.bc.ca
Jeremy Westereng	jwestereng@vsb.bc.ca
Anna Wong	amwong@vsb.bc.ca

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 (Tseil Waututh) and s̓k̓w̓x̓w̓ú7mesh (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

BIG IDEAS Grade 11

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.

Safety and injury prevention practices allow lifelong participation in physical activities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Health and well-being</p> <ul style="list-style-type: none"> Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities Explain the importance of maintaining personal health Identify and explain motivational factors influencing participation in recreational activities Describe the impact of various types of physical activities on health and mental well-being <p>Safety</p> <ul style="list-style-type: none"> Demonstrate safety, fair play, and leadership in physical activities Explain how the use of proper techniques prevents injury <p>Participation</p> <ul style="list-style-type: none"> Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities Apply methods of monitoring and adjusting exertion levels in physical activity Plan ways to overcome potential barriers to participation in physical activities 	<p><i>Students are expected to know the following:</i></p> <p>Health and well-being</p> <ul style="list-style-type: none"> the role of nutrition and how it can affect health and performance potential short- and long-term consequences of health decisions benefits of physical activities for health and mental well-being <p>Safety</p> <ul style="list-style-type: none"> physical activity safety and etiquette injury prevention and management <p>Participation</p> <ul style="list-style-type: none"> proper physical movement patterns, including non-locomotor, locomotor, and manipulative skills ways to monitor and adjust physical exertion levels rules and guidelines for different types of sports and activities potential barriers to participation

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

BIG IDEAS Grade 12

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.

Safety and injury prevention practices allow lifelong participation in physical activities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Health and well-being Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities Demonstrate reasoned decision-making related to their personal health and well-being</p> <p>Safety Explain how proper technique and use of equipment reduces the chance of injury Demonstrate safe and appropriate participation in physical activities</p> <p>Participation Engage in a variety of recreational activities in different environments Overcome potential barriers to participation in physical activities Refine strategies to effectively participate in a variety of physical activities Apply methods of monitoring and adjusting exertion levels in physical activity</p> <p>Leadership Demonstrate competencies and problem-solving strategies required for physical activity and recreation leadership Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities</p>	<p><i>Students are expected to know the following:</i></p> <p>Health and well-being the role of nutrition and how it can affect health and performance potential short- and long-term consequences of health decisions benefits of physical activities for health and mental well-being</p> <p>Safety physical activity safety and etiquette injury prevention and management</p> <p>Participation proper physical movement patterns, including non-locomotor, locomotor, and manipulative skills ways to monitor and adjust physical exertion levels rules and guidelines for different types of sports and activities recreational resources available in the community</p>

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:

INCOMPLETE/NOT ENOUGH EVIDENCE	BEGINNING C- (50%-59%)	DEVELOPING C, C+ (60%-72%)	APPLYING B (73%-85%)	EXTENDING A (86%-100%)
The student, for a variety of reasons, has insufficient evidence to determine a level of understanding of the concepts and competencies to the expected learning.	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.

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 18, 2020)

Quarter 2 (February 4, 2021)

Quarter 3 (April 23, 2021)

Quarter 4 (June 28, 2021)