



KILLARNEY SECONDARY SCHOOL

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

Physical & Health Education 10

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 x̱məθḵəyəm (Musqueam), seḻíwítlh (Tsleil Waututh) and sḵw̱x̱w̱7mesh (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 **VSBC 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
- Athletic Shorts/ Pants - black
- Running Shoes with Laces & Socks
- 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

<p>Face to Face</p> <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. 	<p>Remote Learning</p> <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.
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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

Understanding our strengths, weaknesses, and personal preferences 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.

Healthy **choices** influence, and are influenced by, our physical, emotional, and mental well-being.

Personal **fitness** can be maintained and improved through regular participation in physical activities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> Refine and apply movement skills in a variety of physical activities and environments Apply and refine movement concepts and strategies in different physical activities Apply methods of monitoring and adjusting exertion levels in physical activity Demonstrate safety, fair play, and leadership in physical activities Identify and participate in preferred types of physical activity Identify and explain motivational factors influencing participation in physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> Participate in physical activities designed to enhance and maintain health components of fitness Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities Plan ways to overcome potential barriers to participation in physical activities Analyze and explain how health messages might influence health and well-being Identify and apply strategies to pursue personal healthy-living goals Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies Analyze how health-related decisions support the achievement of personal healthy-living goals <p>Social and community health</p> <ul style="list-style-type: none"> Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations Analyze strategies for responding to discrimination, stereotyping, and bullying Develop skills for maintaining healthy relationships and responding to interpersonal conflict Analyze the potential effects of social influences on health <p>Mental well-being</p> <ul style="list-style-type: none"> Evaluate and explain strategies for promoting mental well-being Explore factors contributing to substance use Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence Explore and describe factors that shape personal identities, including social and cultural factors Describe the relationships between physical activities, mental well-being, and overall health 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> proper technique for movement skills movement concepts and strategies ways to monitor and adjust physical exertion levels health benefits of physical activities individual and dual activities, rhythmic activities, games, and outdoor activities training principles, including the FITT principle, SAID principle, and specificity healthy sexual decision making potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology sources of health information basic principles for responding to emergencies strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings consequences of bullying, stereotyping, and discrimination <ul style="list-style-type: none"> physical, emotional, and social aspects of psychoactive substance use and potential behaviours signs and symptoms of stress, anxiety, and depression influences of physical, emotional, and social changes on identities and relationships strategies for goal-setting and self-motivation <p>Note: Some of the learning standards in the PHE curriculum address topics that some students and their parents or guardians may feel more comfortable addressing at home. Detailed information about opting for alternative delivery can be found on the Ministry policy website.</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 20, 2020)

Quarter 2 (February 3, 2021)

Quarter 3 (April 23, 2021)

Quarter 4 (June 29, 2021)