



Westmount High School

Established in 1873



A College Board Advanced Placement School

STANDARDS & PROCEDURES

Department or Subject:	Physical Education & Health Secondary Four
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Term 1 (20%)		
<i>Competencies Targeted</i>	<i>Evaluation Methods</i>	<i>General Timeline</i>
<p><u>Competency 1 (40%)</u> <u>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 (40%)</u> <u>Interacts with others in different physical activity settings</u> Individual or team strategy (theory and performance) Fair play</p> <p><u>Competency 3 (20%)</u> <u>Adopts a healthy, active lifestyle</u> Fitness tests / fitness training Personal health education/awareness</p> <p>*The ponderation of the marks for competencies not evaluated each term is pro-rated according to the value of the terms as indicated.</p>	<p>May include different methods of baseline fitness testing.</p> <p>May include different team sports and low cooperation activities such as: Fitness Conditioning Team Games</p> <p>Independent components may include: Movement Minutes Tracking Fitness Assignments Fitness Goal Setting Development of Personalized Fitness Plans</p>	<p>The evaluation will be ongoing and based heavily on in-class participation and level of effort put into each task.</p> <p>Therefore, it is important for each student to come prepared with their proper physical education uniform and a water bottle filled and ready to hydrate.</p>
<i>Communication to Students and Parents</i>	<i>Other Pertinent Information [Topics Examined]</i>	
<p>Google Classroom Progress reports Report cards Emails Student Agendas Phone Calls</p>	<p><i>Hydration (bring a personal water bottle to every class)</i> <i>Ethics</i> <i>Safety Rules</i> <i>Game Rules</i> <i>Segments in a stable position and movement in different planes (sagittal, frontal, horizontal)</i> <i>Speed of movement and travel</i> <i>Cardiovascular endurance</i> <i>Flexibility</i></p>	

	<p><i>Strength-endurance</i></p> <p><i>Improving the quality of recovery, the ability to work and the body's response or emergency's response</i></p> <p><i>Effect on body weight</i></p> <p><i>Improved muscle mass and tone, posture and flexibility</i></p> <p><i>Improved coordination and efficiency physical</i></p> <p><i>Improved cardiovascular endurance</i></p> <p><i>Needs depending on the intensity of the activity (ex. hydration, food choices to support before, during or after activity)</i></p>
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Term 2 (20%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p><u>Competency 1 (40%)</u> <u>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 (40%)</u> <u>Interacts with others in different physical activity settings</u> Individual or team strategy (theory and performance) Fair play</p> <p><u>Competency 3 (20%)</u> <u>Adopts a healthy, active lifestyle</u> Fitness tests / fitness training Personal health education/awareness</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: Badminton Basketball Handball Flag Football</p> <p>May include strategy evaluation such as: Practice Written</p> <p>May include different individual sports and activities such as: Circuit training / Aerobics Running Track and field</p> <p>May include homework such as: Movement Minutes Tracking Fitness Assignments Personal Goal Setting Reflection</p>	<p>The evaluation will be ongoing and based heavily on in-class participation and level of effort put into each task.</p> <p>Therefore, it is important for each student to come prepared with their proper physical education uniform and a water bottle filled and ready to hydrate.</p>
Communication to Students and Parents	Other Pertinent Information [Topics Examined]	
<p>Google Classroom Progress reports Report cards Emails Student Agendas Phone Calls</p>	<p><i>Effects on their physical and psychological well being</i></p> <p><i>Types of stress and daily impact</i></p> <p><i>Side effects in the short and long term on various systems (cardiovascular, pulmonary, muscular, nervous, etc.).</i></p> <p><i>Effects on the psychological state</i></p> <p><i>Effects on lifestyle/physical capacity</i></p>	

Term 3 (60%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p><u>Competency 1 (40%)</u> <u>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 (40%)</u> <u>Interacts with others in different physical activity settings</u> Individual or team strategy (theory and performance) Fair play</p> <p><u>Competency 3 (20%)</u> <u>Adopts a healthy, active lifestyle</u> Fitness tests / fitness training Personal health education/awareness</p>	<p>May include different methods of baseline fitness testing.</p> <p>May include different methods of fitness testing.</p> <p>May include different individual activities, team sports and low cooperation activities.</p> <p>Independent components may include: Movement Minutes Tracking Fitness Assignments Personal Reflection of Fitness Goal Progressions Development of Personalized Fitness Plan for the Future</p>	<p>The evaluation will be ongoing and based heavily on in-class participation and level of effort put into each task.</p> <p>Therefore, it is important for each student to come prepared with their proper physical education uniform and a water bottle filled and ready to hydrate.</p>
Communication to Students and Parents	End of Year Evaluation	Other Pertinent Information [Topics Examined]
<p>Google Classroom Progress reports Report cards Emails Student Agendas Phone Calls</p>	<p>Final Fitness Evaluation and Year End Reflections</p>	<p>Safe Participation Lifestyle Fitness Sportsmanship Group Dynamics Warm-Ups and Cool Downs Goal setting Strategy implementation</p>

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

<ul style="list-style-type: none"> -Purple WHS Physical Education T-shirt -Black WHS Physical Education shorts or track pants -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.) -Health binder and pen
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