



Physical Education Map Grades K - 12

Table of Contents

Introduction	2
Enduring Understandings	2
Goals	2
Essential Questions K – 7.....	2
Active Living	2
<i>Knowledge</i>	2
<i>Participation</i>	2
Movement Skills.....	2
Safety, Fair Play, and Leadership (service)	2
Essential Questions 8 - 10.....	3
Active Living	3
<i>Knowledge</i>	3
<i>Participation</i>	3
Movement Skills.....	3
Safety, Fair Play, and Leadership (service)	3
Essential Questions 11 - 12.....	3
Active Living	3
Movement	3
Personal and Social Responsibility	3
P.E Curriculum Map Kindergarten	4
P.E Curriculum Map Grade 1.....	5
P.E Curriculum Map Grade 2.....	6
P.E Curriculum Map Grade 3.....	7
P.E Curriculum Map Grade 4.....	8
P.E Curriculum Map Grade 5.....	9
P.E Curriculum Map Grade 6.....	10
P.E Curriculum Map Grade 7.....	11
P.E Curriculum Map Grade 8.....	12
P.E Curriculum Map Grade 9.....	13
P.E Curriculum Map Grade 10	14
P.E Curriculum Map Grade 11	16
P.E Curriculum Map Grade 12	17

Introduction

Mission Statement

Abbotsford Christian School, operated by Abbotsford Christian School Society members, seeks to serve Christian families by providing a secure learning environment in which God's children can continue to explore, experience, and evaluate all of life under God.

We aim to nurture students in the discovery and development of their abilities and unique gifts so that they are enabled to be faithful, discerning, obedient and creative servants of God and of neighbour; and stewards of His creation.

Enduring Understandings

Physical Education in Christian schools teaches students that to value and take care of their bodies is an integral part of serving God and others as members of the Christian community. "You are not your own; you are bought at a price. Therefore honour God with your body." (I Cor. 6:20). Physical education involves learning about and doing physical activities: creative movement, cardiovascular and muscular fitness, play, and a variety of individual, dual and team activities. Physical education seeks opportunities for students to display responsible actions within and outside of the classroom. Physical education in Christian schools assists students in increasing their understanding by participating in physical activity in service to God, relating this activity to other parts of God's creation, and learning how physical activity helps form the human being.

Goals

Students will develop an understanding of God's call on them to value and care for their bodies so that they can serve God, others and the creation in which they live.

Students will have the opportunity to participate daily in a variety of physical activities.

Students will develop age-appropriate knowledge and skills for participating productively, safely, and responsibly in a range of physical activities.

Students will develop the knowledge, skills, and attitudes that enable them to attain and maintain a healthy, active lifestyle.

Students will develop an understanding of the value of a healthy, active lifestyle.

Essential Questions K – 7

Active Living

Knowledge

What are the physical and emotional benefits of physical activity?

How do I know when I have exerted myself enough?

What role does nutrition play in physical activity and well-being?

How does my body change when I participate in physical activity?

Why do I do physical activity?

Participation

Am I participating in moderate to vigorous, sustained physical activity every day?

Movement Skills

How does my body move through space?

What non-locomotor movement skills can I do? (e.g., creating shapes with body, push, swing)

What locomotor movement skills can I do? (e.g., walk, run, jump, hop, skip, slide, gallop)

What manipulative movement skills can I do? (e.g., carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap)

Safety, Fair Play, and Leadership (service)

Do I know how to play safely?

Do I play safely in all physical activities?

How do I warmup and cooldown for physical activities?

How do I play fairly?

How can I serve others in physical activity?

Essential Questions 8 - 10

Active Living

Knowledge

What are the significance and benefits of active living?
What are the health and skill-related components of fitness?
How do I understand movement skills and concepts?
How do I understand and monitor my exertion rates?
What goals do I have for my personal fitness?

Participation

How am I participating in moderate to vigorous, sustained physical activity every day?
How do I show that I am willing to participate in a range of physical activities?

Movement Skills

How do I apply movement skills in individual and dual activities?
How do I apply movement skills in games activities?
How do I apply movement skills in rhythmic movement activities?
How am I applying the principles of training?

Safety, Fair Play, and Leadership (service)

How do I understand and observe activity-specific safety practices?
How do I use warmup and cooldown procedures?
How do I use equipment and facilities appropriately?
How do I respect rules, team-mates, opponents, and officials?
How do I observe correct etiquette in physical activities?
How do I show service and leadership in physical activities?

Essential Questions 11 - 12

Active Living

What are the principles and concepts that support active living?
How am I serving God through being physically active?
How can I develop and maintain a personal functional level of physical fitness?
Am I developing a positive attitude toward active living in pursuit of lifelong health and well-being?

Movement

Can I demonstrate efficient and effective movement skills and concepts in a variety of movement categories?
How do I demonstrate efficient and effective body mechanics?
How do I demonstrate a personal functional level of activity-specific motor skills?

Personal and Social Responsibility

Do I have a positive attitude towards interpersonal relationships?
Do I know about career and occupational opportunities related to physical activities?
Am I developing intellectual skills through participation in physical activity?
How do I demonstrate leadership capabilities within and outside the physical education program? (PE 6, Kindergarten, Athletic officiating)
Am I able to present my learning of activities/sport/fitness to my peers and instructor?
Am I able to analyse, reflect and assess my leadership capabilities?

P.E Curriculum Map Kindergarten

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
K	<p>Essential Questions K – 7</p> <p>Active Living</p> <p>Knowledge What are the physical and emotional benefits of physical activity? How do I know when I have exerted myself enough? What role does nutrition play in physical activity and well-being? How does my body change when I participate in physical activity? Why do I do physical activity?</p> <p>Participation Am I participating in moderate to vigorous, sustained physical activity everyday?</p> <p>Movement Skills How does my body move through space? What non-locomotor movement skills can I do? (e.g., creating shapes with body, push, swing) What locomotor movement skills can I do? (e.g., walk, run, jump, hop, skip, slide, gallop) What manipulative movement skills can I do? (e.g., carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap)</p> <p>Safety, Fair Play, and Leadership (service) Do I know how to play safely? Do I play safely in all physical activities? How do I warm up and cooldown for physical activities? How do I play fairly? How can I serve others in physical activity?</p>	<p>Games</p> <p>Running/Tag games- octopus, freeze tag, catch the tail, squirrels in a tree, What Time is it Mr. Wolf Snowball toss, Sailor Rescue, California Kickball, Scooter hockey, Parachute games</p> <p>Individual and Dual Activities Relays, scooters, Obstacle Courses, Base Run Partner skill work- throwing/catching, kicking</p> <p>Movement:Locomotor (each activity can be changed to be different types of movement: crawling, walking, running, skipping etc.) Firefighter, animal walk, Travel in Space, Red Light Green Light, Hop/Skip (hula hoops, skipping ropes)</p> <p>Non-Locomotor: Body bend/straighten, Mirror Me, Opposites, twisting</p> <p>Body Awareness- Body part movement (what can you do with your ___?), Part-to-part, Stuck like Glue,</p> <p>Alternative Environment Activities</p> <p>Big Toy Playground</p> <p>Skating</p> <p>Rhythmic Movement – Dance and Gymnastics</p> <p><u>Gymnastics-</u> balancing, rolls (log, egg), jumping, obstacle courses <u>Dances-</u> Loo Be Loo, Hokey Pokey, Polka, Mulberry Bush, Folk Dance, Move to the Beat, Body Rock</p> <p>Fitness Activities Running Balance exercises Isometric exercises Stretching</p>	<p>Active Living</p> <p>Knowledge A1 identify benefits of regular participation in physical activity (e.g., it's fun, it helps them grow strong, it keeps the heart healthy) A2 identify physical activities they enjoy doing A3 identify the importance of food as fuel for physical activity</p> <p>Participation A4 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p> <p>Movement Skills B1 perform movements in personal space while maintaining control B2 use their bodies to create shapes (e.g., by bending, curling, pulling, pushing, stretching, swinging, and/or twisting) B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: - walk - run - jump or hop - body roll (e.g., log roll, shoulder roll) B4 demonstrate proper technique for performing specific manipulative movement skills including - roll or slide an object toward a target - carry an object - two-handed throw of an object underhand toward a target</p> <p>Safety, Fair Play, and Leadership C1 identify safety guidelines for participating in physical activity (e.g., follow instructions, stay within boundaries, use equipment only with supervision) C2 follow rules and directions when participating in physical activities (e.g., stop on signal, listen to instructions before beginning activity) C3 work co-operatively with peers during physical activity (e.g., respecting others' personal space, not pushing or shoving)</p>	<p>Skating</p> <p>Fun in the Sun Day</p>

P.E Curriculum Map Grade 1

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
1	<p>Essential Questions K – 7</p> <p>Active Living</p> <p>Knowledge What are the physical and emotional benefits of physical activity? How do I know when I have exerted myself enough? What role does nutrition play in physical activity and well-being? How does my body change when I participate in physical activity? Why do I do physical activity?</p> <p>Participation Am I participating in moderate to vigorous, sustained physical activity everyday?</p> <p>Movement Skills How does my body move through space? What non-locomotor movement skills can I do? (e.g., creating shapes with body, push, swing) What locomotor movement skills can I do? (e.g., walk, run, jump, hop, skip, slide, gallop) What manipulative movement skills can I do? (e.g., carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap)</p> <p>Safety, Fair Play, and Leadership (service) Do I know how to play safely? Do I play safely in all physical activities? How do I warm up and cooldown for physical activities? How do I play fairly? How can I serve others in physical activity?</p>	<p>Games Soccer, Bowling, Hockey, Kickball Playground games Ball throwing and catching games Locomotor games Parachute games Bouncing games</p> <p>Individual and Dual Activities Scoops and balls, Hoola hoops Badminton Scarves Skipping Passing, Receiving Basketball toss Kicking, Fielding, Trapping Relays Beanbag balance, Beanbag toss Scooters</p> <p>Alternative Environment Activities Skating—10 times per year Sliding, sledding in snow Building (creating in snow) Nature walks—zoo, Mill Lake, etc.</p> <p>Rhythmic Movement – Dance and Gymnastics Movement through space Poses, balances, rolls, jumps, turns, landings Creative expression Rhythmic movement Musical appreciation</p> <p>Fitness Activities Relays Running the track outdoors and indoor running Fitness stations Fitness circuit 12 Days of Fitness Stretching</p>	<p>Active Living</p> <p>Knowledge A1 describe benefits of regular participation in physical activity (e.g., it's fun, it's good for their bodies, it provides opportunities to make new friends) A2 identify the parts of the body that can work together during physical activity (e.g., heart, lungs, legs, arms, feet, hands) A3 identify choices they can make to be more physically active A4 describe the importance of choosing healthy food as fuel for physical activity A5 identify physical activities they feel they do well</p> <p>Participation A6 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p> <p>Movement Skills B1 move through general space while maintaining control (e.g., walking in a circle in the same direction) B2 change level of body position while maintaining control (e.g., high, medium, low) B3 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: - skip - gallop or slide - two-foot stop B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: - kick a stationary object - strike a stationary object with an implement - two-handed catch with trapping against body</p> <p>Safety, Fair Play, and Leadership C1 describe why safety guidelines for physical activity are important C2 respond appropriately to instructions and safety guidelines when participating in physical activity C3 work co-operatively with others during physical activity (e.g., taking turns, encouraging others)</p>	<p>Skating Fun in the Sun Day</p>

P.E Curriculum Map Grade 2

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
2	<p>Essential Questions K – 7</p> <p>Active Living</p> <p>Knowledge What are the physical and emotional benefits of physical activity? How do I know when I have exerted myself enough? What role does nutrition play in physical activity and well-being? How does my body change when I participate in physical activity? Why do I do physical activity?</p> <p>Participation Am I participating in moderate to vigorous, sustained physical activity everyday?</p> <p>Movement Skills How does my body move through space? What non-locomotor movement skills can I do? (e.g., creating shapes with body, push, swing) What locomotor movement skills can I do? (e.g., walk, run, jump, hop, skip, slide, gallop) What manipulative movement skills can I do? (e.g., carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap)</p> <p>Safety, Fair Play, and Leadership (service) Do I know how to play safely? Do I play safely in all physical activities? How do I warm up and cooldown for physical activities? How do I play fairly? How can I serve others in physical activity?</p>	<p>Games:</p> <p>-Dr. Dodgeball & other dodgeball games, King’s Court, Space Invader: speed, agility, coordination, throwing skills</p> <p>-Capture the Flag</p> <p>-Sharks & Surfers</p> <p>-Octopi</p> <p>-Spider in the Web, Crows & Cranes, Tag: speed, agility, dodging, chasing</p> <p>-Santa Delivers Presents –steal & deliver “presents” (bean bags) to the other team</p> <p>-Kick ball</p> <p>-Floor hockey: Passing, shooting,</p> <p>-Soccer: passing, kicking, dribbling with control</p> <p>-Basketball: shooting & dribbling skills, passing, ball awareness</p> <p>-Volleyball: basic rules, tossing, passing, underhand serving, team play</p> <p>- Baseball/Softball: swinging, striking & catching</p> <p>Individual and Dual Activities:</p> <p>-Relay races: variety of relays working on speed, coordination, cooperation</p> <p>-Frisbee: basic throw & catch w/ partner</p> <p>-Badminton: striking the shuttle, underhand serve</p> <p>-Fun in the Sun: track & field activities</p> <p>-Paddles</p> <p>-Scoops</p> <p>Alternative Environment Activities:</p> <p>-Swimming: lessons for 8, ½ hr sessions, free swim</p> <p>-Skating: Four, 1 hr sessions. Coordination, gliding, speed, stopping</p> <p>-Outdoor recess play</p> <p>Rhythmic Movement—Dance and Gymnastics:</p> <p>-Gymnastics: variety of balances, jumps, & rolls. Vault. Sequence 10 moves into routine</p> <p>-Dance: learn group & line dances</p> <p>Fitness Activities</p> <p>-Grade 2 run: speed, endurance, pacing</p> <p>-Run around gym warm-up:</p> <p>-Fitness circuit: strength, endurance</p>	<p>Active Living</p> <p>Knowledge A1 describe the personal benefits of regular participation in physical activity (e.g., it makes bones stronger, it increases overall health, it’s a way to make new friends) A2 describe physical responses that take place in the body during physical activity (e.g., increased heart rate, breathing becomes more rapid, muscles feel tired) A3 describe the importance of food, water, and sleep as fuel for physical activity A4 identify physical abilities they would like to develop</p> <p>Participation A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p> <p>Movement Skills B1 move through general space, incorporating directional changes B2 demonstrate proper technique for performing specific non-locomotor movement skills including but not limited to the following: - rock and sway - swing - step turn B3 demonstrate proper ready position for locomotor movement skills B4 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: - one-handed throw underhand - two-handed catch without trapping against body</p> <p>Safety, Fair Play, and Leadership C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following directions, staying within activity boundaries, participating in appropriate warmup activities, making sure the activity space is free of obstacles) C2 follow established procedures and directions when participating in physical activity C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking turns, giving encouragement)</p>	<p>Skating</p> <p>Swimming</p> <p>Fun in the Sun Day</p>

P.E Curriculum Map Grade 3

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
3	<p>Essential Questions K – 7</p> <p>Active Living</p> <p>Knowledge What are the physical and emotional benefits of physical activity? How do I know when I have exerted myself enough? What role does nutrition play in physical activity and well-being? How does my body change when I participate in physical activity? Why do I do physical activity?</p> <p>Participation Am I participating in moderate to vigorous, sustained physical activity everyday?</p> <p>Movement Skills How does my body move through space? What non-locomotor movement skills can I do? (e.g., creating shapes with body, push, swing) What locomotor movement skills can I do? (e.g., walk, run, jump, hop, skip, slide, gallop) What manipulative movement skills can I do? (e.g., carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap)</p> <p>Safety, Fair Play, and Leadership (service) Do I know how to play safely? Do I play safely in all physical activities? How do I warm up and cooldown for physical activities? How do I play fairly? How can I serve others in physical activity?</p>	<p>Games</p> <p>Soccer – passing and kicking, dribbling with control, Volleyball – basic rules, ready position, tossing, passing (forearm and setting), underhand serving, team play. Begin with beach balls and light balls. Begin with catching the ball rather than striking the ball to understand 3 hits per side. Court communication. Basketball – Primarily lead up games that include shooting, dribbling with dominant hand, passing, being aware of what is happening around the court. Drills include dribbling on the move with both/either hand and eyes up. Shooting correctly Softball/Kickball – Play lead-up game of California Kick Ball</p> <p>Individual and Dual Activities</p> <p>Frisbee – basic throw and catch with a partner. Badminton – striking the shuttle with overhand or underhand shot with or without nets in general direction of opponent. Underhand serve. Drills –practice striking, throwing, catching, kicking, passing, moving, bouncing.</p> <p>Alternative Environment Activities</p> <p>Swimming: Swimming lessons for eight ½ hour sessions Skating: Four 1 hour sessions</p> <p>Rhythmic Movement – Dance and Gymnastics</p> <p>Dance: Traditional Canadian Folk Dances Gymnastics – learning multi-point balances, tumbles and jumps on matts, balance beams, spring boards and vault. Beginning to sequence them into a routine (4 - 6 moves).</p> <p>Fitness Activities</p> <p>Fitness Circuit: completed once a week NASA Fit Kids Cooperative Games Grade 3 Running</p>	<p>Active Living</p> <p>Knowledge A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones A2 describe healthy nutritional choices for physical activity A3 identify choices people can make to be more active A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes) Participation A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p> <p>Movement Skills B1 demonstrate an ability to balance in a variety of activities B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: - running jump - leap B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: - pull or push an object - kick an object to a stationary target - trap an object with the foot - dribble an object with hands B4 perform selected non-locomotor and locomotor movement skills in sequence</p> <p>Safety, Fair Play, and Leadership C1 demonstrate safe behaviours while participating in a variety of physical activities C2 demonstrate respect and encouragement for others during a variety of types of physical activity C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)</p>	<p>Skating Swimming Fun in the Sun Day</p>

P.E Curriculum Map Grade 4

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
4	<p>Essential Questions K – 7</p> <p>Active Living</p> <p>Knowledge</p> <p>What are the physical and emotional benefits of physical activity? How do I know when I have exerted myself enough? What role does nutrition play in physical activity and well-being? How does my body change when I participate in physical activity? Why do I do physical activity?</p> <p>Participation</p> <p>Am I participating in moderate to vigorous, sustained physical activity everyday?</p> <p>Movement Skills</p> <p>How does my body move through space? What non-locomotor movement skills can I do? (e.g., creating shapes with body, push, swing) What locomotor movement skills can I do? (e.g., walk, run, jump, hop, skip, slide, gallop) What manipulative movement skills can I do? (e.g., carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap)</p> <p>Safety, Fair Play, and Leadership (service)</p> <p>Do I know how to play safely? Do I play safely in all physical activities? How do I warm up and cooldown for physical activities? How do I play fairly? How can I serve others in physical activity?</p>	<p>Games</p> <p>Soccer – passing and kicking, dribbling with control, beginning understanding of field positions, offense and defense. Understanding how to use other team members to achieve the team goal.</p> <p>Volleyball – basic rules, ready position, tossing, passing (forearm and setting), underhand serving, team play. Begin with beach balls and light balls. Begin with catching the ball rather than striking the ball to understand 3 hits per side. Court communication.</p> <p>Basketball – Primarily lead up games that include shooting, dribbling with dominant hand, passing, being aware of what is happening around the court. Drills include dribbling on the move with both/either hand and eyes up. Shooting correctly. Beginning awareness of defense.</p> <p>Softball/Kickball –We usually play lead-up games. Review rules, field position, striking the ball with the bat or foot, trapping the ball. A variety of sizes of ball and bat are used. Overhand throwing.</p> <p>Individual and Dual Activities</p> <p>Frisbee – basic throw and catch with a partner.</p> <p>Badminton – striking the shuttle with overhand or underhand shot with or without nets in general direction of opponent. Underhand serve.</p> <p>Track and Field – introduction to long jump, high jump, ball throw, shot put, sprints, long distance running.</p> <p>Drills –practice striking, throwing, catching, kicking, passing, moving, bouncing.</p> <p>Alternative Environment Activities</p> <p>Swimming.</p> <p>Skating</p> <p>Rhythmic Movement – Dance and Gymnastics</p> <p>Dance Blast- Learning a large variety and styles of moves and beginning to sequence them (3-5 moves)</p> <p>Gymnastics – learning multi-point balances, tumbles and jumps on matts, balance beams, spring boards and vault. Beginning to sequence them into a routine (5-10 moves).</p> <p>Skipping – Mastering the basic skip and trying a few new moves. Increase endurance.</p> <p>Fitness Activities -each student sets personal goals</p> <p>Canadian Fitness Award Program –set a baseline for cardio, strength, agility and flexibility from which to set goals</p> <p>Running Program</p> <p>Boot Camp</p> <p>Cooperative Games</p>	<p>Active Living</p> <p>Knowledge</p> <p>A1 describe physical and emotional health benefits of regular participation in physical activity (e.g.,building strong bones and muscles, improved flexibility, improved self-image, opportunities for making friends) A2 identify the major muscles of the body that are involved in physical activity A3 demonstrate various ways to monitor exertion during physical activity (e.g., heart rate monitoring by checking pulse, monitoring ability to talk during activity) A4 describe the relationship between nutrition and physical activity (e.g., providing adequate fuel for the body for physical activity, providing adequate nutrition for bone and muscle development) A5 identify opportunities for physical activity in a variety of settings</p> <p>Participation</p> <p>A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities</p> <p>Movement Skills</p> <p>B1 adjust speed, force, level, pathway, and direction in relation to people or moving objects B2 demonstrate proper technique to send and receive various objects with control, including but not limited to the following: - one-handed catch underhand and overhand - strike a moving object with implement - strike an object with hand - one-handed throw overhand - dribble an object with feet B3 select non-locomotor, locomotor, and manipulative movements to create sequences</p> <p>Safety, Fair Play, and Leadership</p> <p>C1 demonstrate an ability to participate safely in specific physical activities C2 describe fair play principles for participating in physical activity (e.g., respectful of differences, cooperative, accepting) C3 demonstrate leadership in selected physical activities</p>	<p>Track and Field – grade level practices and two meets</p> <p>Cross Country – practices and meets</p> <p>Intramural Games and Events – indoor beach volleyball, indoor soccer, scooter hockey or as determined yearly by coordinator</p> <p>Skating</p> <p>Swimming</p>

P.E Curriculum Map Grade 5

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
5	<p>Essential Questions K – 7</p> <p>Active Living</p> <p>Knowledge</p> <p>What are the physical and emotional benefits of physical activity? How do I know when I have exerted myself enough? What role does nutrition play in physical activity and well-being? How does my body change when I participate in physical activity? Why do I do physical activity?</p> <p>Participation</p> <p>Am I participating in moderate to vigorous, sustained physical activity everyday?</p> <p>Movement Skills</p> <p>How does my body move through space? What non-locomotor movement skills can I do? (e.g., creating shapes with body, push, swing) What locomotor movement skills can I do? (e.g., walk, run, jump, hop, skip, slide, gallop) What manipulative movement skills can I do? (e.g., carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap)</p> <p>Safety, Fair Play, and Leadership (service)</p> <p>Do I know how to play safely? Do I play safely in all physical activities? How do I warm up and cooldown for physical activities? How do I play fairly? How can I serve others in physical activity?</p>	<p>Games</p> <p><u>Soccer</u> – review objective of game/rules, various positions, ball control, passing, throw-in techniques, dribbling, offensive and defensive tactics, <u>Volleyball</u> – review objective of game/rules, ready position, setting, bumping, underhand serving, defensive and offensive positions, team play and decision making <u>Basketball</u> – review objective of game/rules, positions, shooting, bounce and chest pass, dribbling and ball handling, pivoting, introduce lay-ups, defensive and offensive positions <u>Ultimate Frisbee</u> – introduce objective of game/rules, throwing backhand and forehand, catching, pivoting <u>Softball</u> - review objective of game/rules, throwing, catching (ground ball and pop fly), field positions, batting, decision making <u>Floor Hockey</u>- introduce objective of games/rules, stick handling, shooting, offensive and defensive positions, team play, passing, ball control <u>Variety of games (ex: dodgeball, tag)</u> –teach game rules and variations, cooperative play, aim and accuracy, running, offensive and defensive positions etc.</p> <p>Individual and Dual Activities</p> <p><u>Badminton</u> – teach game rules, receiving and returning the birdie, holding the racquet, accurate serving <u>Track and Field</u> – long jump, high jump (review scissors, teach fosbury flop), ball throw, shot put, sprints, long distance running, relays</p> <p>Alternative Environment Activities</p> <p><u>Swimming</u> <u>Skating</u> <u>Jogs/Walks</u> off campus</p> <p>Rhythmic Movement – Dance and Gymnastics</p> <p><u>Gymnastics</u> – stands (teddy bear stand, stork, etc.), rolls (backward, forward, log), group balances/pyramid, leaps (3/4, ¼), collaborative sequenced routine <u>Dancing</u> – various hip-hop moves, creative sequencing, rhythm and coordination</p> <p>Fitness Activities</p> <p><u>Running</u> <u>Fitness circuits</u> <u>Co-operative games</u></p>	<p>Active Living</p> <p>Knowledge</p> <p>A1 describe the personal physical and emotional health benefits of regular participation in physical activity (e.g., increased confidence, increased overall energy, a fun way to meet new friends) A2 define the components of fitness as being muscular strength and endurance, cardiovascular endurance, and flexibility A3 analyse the relationship between nutrition and physical activity A4 set a personal goal for physical activity</p> <p>Participation</p> <p>A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility</p> <p>Movement Skills</p> <p>B1 demonstrate preparation (ready position), movement, and follow-through phases of a selected activity B2 demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings B3 demonstrate proper technique to receive (e.g., catch) an object while adjusting to varying speeds and different levels B4 create structured, repeatable sequences of non-locomotor, locomotor, and manipulative movement Skills</p> <p>Safety, Fair Play, and Leadership</p> <p>C1 demonstrate safe use of equipment and facilities to avoid putting self and others at risk C2 describe the importance of warmup and cooldown routines for specific activities (e.g., safety, efficiency, focus) C3 demonstrate fair play in physical activity C4 demonstrate leadership in physical activity</p>	<p>Cross Country – grade level practices and two meets</p> <p>Track and Field – team practices and two meets (ACS and CESS)</p> <p>Intramural games and events – indoor beach volleyball, indoor soccer, scooter hockey or as determined yearly by coordinator</p> <p>Skating</p> <p>Swimming</p>

P.E Curriculum Map Grade 6

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
6	<p>Essential Questions K – 7</p> <p>Active Living</p> <p>Knowledge</p> <p>What are the physical and emotional benefits of physical activity? How do I know when I have exerted myself enough? What role does nutrition play in physical activity and well-being? How does my body change when I participate in physical activity? Why do I do physical activity?</p> <p>Participation</p> <p>Am I participating in moderate to vigorous, sustained physical activity everyday?</p> <p>Movement Skills</p> <p>How does my body move through space? What non-locomotor movement skills can I do? (e.g., creating shapes with body, push, swing) What locomotor movement skills can I do? (e.g., walk, run, jump, hop, skip, slide, gallop) What manipulative movement skills can I do? (e.g., carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap)</p> <p>Safety, Fair Play, and Leadership (service)</p> <p>Do I know how to play safely? Do I play safely in all physical activities? How do I warm up and cooldown for physical activities? How do I play fairly? How can I serve others in physical activity?</p>	<p>Games</p> <p><u>Soccer</u> – review objective of game, various positions, ball control (trapping), passing and kicking, throw-in techniques, dribbling, offensive and defensive tactics, 4 goal soccer</p> <p><u>Volleyball</u> – basic rules, ready position, tossing, passing (forearm and setting), underhand serving, attacking, defensive and offensive positions, team play and decision making</p> <p><u>Basketball</u> – basic rules, positions, shooting, bounce and chest pass, dribbling and ball handling, lay-ups, defensive slide, mirroring a partner, playing positions</p> <p><u>Ultimate Frisbee</u> – rules of the game, throwing backhand and forehand, catching (two hand, one hand, pancake, jump catch), pivoting, leading passes, cutting rules</p> <p><u>Softball</u> - basic rules, throwing, catching (ground ball and pop fly). Positioning, batting, decision making</p> <p><u>Handball</u> – basic rules, throwing, catching, passing, team play, goalie positioning, give and go plays</p> <p>Individual and Dual Activities – each student to set personal goals</p> <p><u>Badminton</u> – singles, doubles, holding the racquet, offensive and defensive positions, shuttling, accurate serving, forehand, backhand, clear, smash, strategies, Kings court, half court singles</p> <p><u>Track and Field</u> – long jump, triple jump, high jump, discuss, shot put, sprints, long distance running, relays</p> <p>Alternative Environment Activities – each student to set personal goals</p> <p><u>Swimming</u></p> <p><u>Skating</u></p> <p><u>Waterslides</u></p> <p>Rhythmic Movement – Dance and Gymnastics</p> <p><u>Skipping</u> – sequenced movements</p> <p><u>Line Dancing</u> – various dances requiring sequencing</p> <p>Fitness Activities – each student to set personal goals</p> <p><u>Running</u></p> <p><u>Fitness circuits</u></p> <p><u>Co-operative games</u></p>	<p>Active Living</p> <p>Knowledge</p> <p>A1 relate personal physical and emotional health benefits to regular participation in physical activity (e.g., energy, endurance, stress management, fresh air and sunshine when activities are done outside)</p> <p>A2 relate the development of muscular strength and endurance, cardiovascular endurance, and flexibility to participation in specific physical activities</p> <p>A3 analyse nutritional considerations for physical activity</p> <p>A4 monitor own exertion while participating in physical activity (e.g., manual or electronic heart rate monitoring)</p> <p>A5 set personal goals for attaining and maintaining a physically active lifestyle</p> <p>Participation</p> <p>A6 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility</p> <p>Movement Skills</p> <p>B1 learned non-locomotor, locomotor, and manipulative movement skills in order to improve</p> <p>B2 demonstrate offensive and defensive strategies in a variety of activity categories</p> <p>B3 demonstrate the proper technique to send and receive an object with or without an implement in predictable settings (e.g., kick a soccer ball against a wall, strike a tennis ball with a racquet, chest pass a basketball to a partner, throw a flying disk to a team-mate)</p> <p>B4 apply a combination of learned skills to create original sequences, drills, challenges, or games</p> <p>Safety, Fair Play, and Leadership</p> <p>C1 demonstrate safe procedures for specific physical activities (e.g., wearing safe attire for the activity, safe use of equipment and facilities, participating in warmup and cooldown appropriate to the activity)</p> <p>C2 model fair play when participating in physical activity</p> <p>C3 demonstrate leadership in respecting individual differences and abilities during physical activity</p>	<p>Cross Country – practices and meets</p> <p>Volleyball – team practices, games and a tournament</p> <p>Basketball – team practices, games and a tournament</p> <p>Track and Field – team practices and two meets</p> <p>Intramural games and events – volleyball, soccer, basketball, badminton, co-operative games</p> <p>Leadership Class – HS senior physical education class members teach skills and games to sixth grade students</p>

P.E Curriculum Map Grade 7

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
7	<p>Essential Questions K – 7</p> <p>Active Living</p> <p>Knowledge</p> <p>What are the physical and emotional benefits of physical activity? How do I know when I have exerted myself enough? What role does nutrition play in physical activity and well-being? How does my body change when I participate in physical activity? Why do I do physical activity?</p> <p>Participation</p> <p>Am I participating in moderate to vigorous, sustained physical activity everyday?</p> <p>Movement Skills</p> <p>How does my body move through space? What non-locomotor movement skills can I do? (e.g., creating shapes with body, push, swing) What locomotor movement skills can I do? (e.g., walk, run, jump, hop, skip, slide, gallop) What manipulative movement skills can I do? (e.g., carry, catch, dribble, roll, slide, strike with hand, strike with implement, throw, trap)</p> <p>Safety, Fair Play, and Leadership (service)</p> <p>Do I know how to play safely? Do I play safely in all physical activities? How do I warm up and cooldown for physical activities? How do I play fairly? How can I serve others in physical activity?</p>	<p>Games</p> <p>Soccer – passing and dribbling, trapping, kicking, advanced footwork, volleying, heading, throw-in, tournament</p> <p><u>Volleyball</u> – ready position, bumping, court rotation, setting, target serving, combining bump and set skills, deep bump, 3 hit play, spiking, overhead top spin and floaters, tournament</p> <p><u>Basketball</u> – lay-ups, ball handling, passing, games situations (spacing, attacking, defensive roles), shooting form, footwork skills, faking, defensive stance, game experience, full court games</p> <p><u>Ultimate Frisbee</u> – backhand and forehand throws, catching (pancake and rim), throwing, jumping, marking, pivoting, faking, cutting, mini-tournament</p> <p>Individual and Dual Activities – each student to set personal goals</p> <p><u>Badminton</u> – grip, forehand, backhand stance, footwork, ready position, long serve, doubles play, overhead clear, smash, drop shot, doubles tournament</p> <p><u>Track and Field</u> – long jump, triple jump, high jump, discuss, shot put sprints, long distance running, relays</p> <p><u>Wrestling</u> – take downs, offensive moves, live wrestle, mini-tournament</p> <p>Alternative Environment Activities – each student to set personal goals</p> <p><u>Swimming</u></p> <p><u>Skating</u></p> <p><u>Bowling</u></p> <p><u>Rock Climbing</u></p> <p><u>Hiking</u></p> <p><u>Golfing</u></p> <p>Rhythmic Movement – Dance and Gymnastics</p> <p><u>Movement concepts:</u> body, space, time, force, movement</p> <p><u>Space</u> and relationships</p> <p><u>Dance:</u> line, swing, hip-hop</p> <p>Fitness Activities – each student to set personal goals</p> <p><u>Running</u></p> <p><u>Fitness circuits</u></p> <p><u>Cooperative Games</u></p>	<p>Active Living</p> <p>Knowledge</p> <p>A1 relate the effects of regular participation in a variety of types of physical activities to quality of life (e.g., stress reduction, prevents the onset of certain diseases, increased overall physical and emotional health)</p> <p>A2 analyse the relationship between personal nutrition choices and participation in physical activity</p> <p>A3 assess their heart rate during physical activity in relation to target heart rate zones</p> <p>A4 design a plan for achieving physical activity goals</p> <p>Participation</p> <p>A5 participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that support their personal physical activity goals</p> <p>Movement Skills</p> <p>B1 apply learned movement skills in new and unfamiliar physical activities</p> <p>B2 demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings (e.g., kick an object varying distances, intercept an object from an opponent, pass an object to a moving partner)</p> <p>B3 perform sequences using learned non-locomotor, locomotor, and manipulative movement skills, demonstrating effective use of qualities of movement (e.g., speed, force, flow)</p> <p>Safety, Fair Play, and Leadership</p> <p>C1 apply safe procedures for specific physical activities</p> <p>C2 model fair play in all aspects of physical activity</p> <p>C3 model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing, coaching)</p>	<p>Cross Country – practices and meets</p> <p>Volleyball – team practices, games and two tournaments</p> <p>Basketball – team practices, games and two tournaments</p> <p>Track and Field – team practices and two meets</p> <p>Intramural games and events – volleyball, soccer, basketball, badminton, co-operative games</p>

P.E Curriculum Map Grade 8

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
8	<p>Essential Questions 8 - 10</p> <p>Active Living</p> <p>Knowledge</p> <p>What are the significance and benefits of active living? What are the health and skill-related components of fitness? How do I understand movement skills and concepts? How do I understand and monitor my exertion rates? What goals do I have for my personal fitness?</p> <p>Participation</p> <p>How am I participating in moderate to vigorous, sustained physical activity every day? How do I show that I am willing to participate in a range of physical activities?</p> <p>Movement Skills</p> <p>How do I apply movement skills in individual and dual activities? How do I apply movement skills in games activities? How do I apply movement skills in rhythmic movement activities? How am I applying the principles of training?</p> <p>Safety, Fair Play, and Leadership (service)</p> <p>How do I understand and observe activity-specific safety practices? How do I use warmup and cooldown procedures? How do I use equipment and facilities appropriately? How do I respect rules, team-mates, opponents, and officials? How do I observe correct etiquette in physical activities? How do I show service and leadership in physical activities?</p>	<p>Games</p> <p>Flag Football - grip, stance, pass, catch, receiving patterns, long snap and kick-off, punting and hand-off, 5 on 5 games <u>Volleyball</u> – ready position, bumping, court rotation, setting, target serving, combining bump and set skills, deep bump, 3 hit play, spiking, overhead top spin and floaters, blocking, tournament <u>Basketball</u> – lay-ups, ball handling, passing, games situations (spacing, attacking, defensive roles), shooting form, footwork skills, faking, defensive stance, game experience, full court games, rebounding and full court basketball <u>Ultimate Frisbee</u> – backhand and forehand throws, catching (pancake and rim), throwing, jumping, marking, pivoting, faking, cutting, defence, mini-tournament</p> <p>Individual and Dual Activities – each student to set personal goals</p> <p><u>Badminton</u> – grip, forehand, backhand stance, footwork, ready position, long serve, doubles play, overhead clear, smash, short serve, backhand clear, drop shot, doubles tournament, pickle ball <u>Track and Field</u> – long jump, triple jump, high jump, discuss, shot put sprints, long distance running, relays, hurdles <u>Swimming</u> <u>Skating</u> <u>Skiing</u> <u>Snowboarding/ Snowshoeing</u> <u>Canoeing</u> <u>Hiking</u></p> <p>Rhythmic Movement – Gymnastics</p> <p><u>Movement skills</u>: beginning and end poses, rolls and tumbling, jumping and leaping, balancing, turns, incorporating manipulatives. <u>Movement concepts</u>: shapes, speed, force, levels, directions. <u>Performance concepts</u>: sequence, alone, partners, groups.</p> <p>Fitness Activities – each student to set personal goals</p> <p><u>Running</u> <u>Fitness circuits</u> <u>Cooperative Games</u></p>	<p>Active Living</p> <p>Knowledge</p> <p>A1 assess the positive implications of active living A2 describe - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility) - skill-related components of fitness (e.g. Agility, speed, reaction time, co-ordination, balance) A3 describe principles of training A4 describe the importance of assessing their rate of exertion during physical activity A5 pursue personal physical activity goals related to health-related components of fitness (see A2)</p> <p>Participation</p> <p>A6 participate daily in moderate to vigorous physical activity to enhance fitness A7 demonstrate a willingness to participate in a wide range of physical activities, including - individual and dual activities - games - rhythmic movement activities (including dance and gymnastic activities)</p> <p>Movement</p> <p>B1 apply fundamental movement skills in structured individual and dual activities B2 apply fundamental movement skills in games activities in predictable situations B3 apply fundamental movement skills in structured rhythmic movement activities B4 demonstrate principles of training for improving their fitness B5 relate activity-based movement skills to movement concepts, including - body awareness (e.g., parts of the body, weight transfer) - spatial awareness (e.g., personal and general space, directional, pathways, levels, planes) - qualities of movement (e.g., speed, force, flow) - relationships (e.g. to people, to objects)</p> <p>Safety, Fair Play, and Leadership</p> <p>C1 demonstrate behaviours that minimize the risk of injury to self and others in physical activity C2 follow guidelines for proper use of equipment and facilities C3 demonstrate fair play in physical activities across the activity categories C4 exhibit leadership in specific physical activities</p>	<p>Cross Country – practices and meets</p> <p>Volleyball – participation in Abby-Mission league plan and 3 – 4 tournaments</p> <p>Basketball – participation in Abby-Mission league plan and 3 – 4 tournaments</p> <p>Track and Field – participation on the Secondary team with several meets</p> <p>Golf – opportunity to try out for the junior high team</p> <p>Intramural games and events – volleyball, soccer, basketball, badminton, co-operative games</p> <p>Leadership: Gym Rats – students are responsible for managing equipment sign out and return, and also for running lunch hour intramurals</p> <p>Leadership: Officiating – students help with score keeping at after school athletic events</p>

P.E Curriculum Map Grade 9

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
9	<p>Essential Questions 8 - 10</p> <p>Active Living Knowledge What are the significance and benefits of active living? What are the health and skill-related components of fitness? How do I understand movement skills and concepts? How do I understand and monitor my exertion rates? What goals do I have for my personal fitness?</p> <p>Participation How am I participating in moderate to vigorous, sustained physical activity every day? How do I show that I am willing to participate in a range of physical activities?</p> <p>Movement Skills How do I apply movement skills in individual and dual activities? How do I apply movement skills in games activities? How do I apply movement skills in rhythmic movement activities? How am I applying the principles of training?</p> <p>Safety, Fair Play, and Leadership (service) How do I understand and observe activity-specific safety practices? How do I use warmup and cooldown procedures? How do I use equipment and facilities appropriately? How do I respect rules, team-mates, opponents, and officials? How do I observe correct etiquette in physical activities? How do I show service and leadership in physical activities?</p>	<p>Rhythmic Movement – Dance and Gymnastics <u>Dance</u> – designing and presenting an original dance (1 minute) to peers combining jazz, ballet, contemporary, and hip hop. Students consider space, levels, time, force, and body, movements (locomotor, non-locomotor, and manipulative). <u>Gymnastics and Cheerleading</u>– familiarize students with tumbling, balancing, manoeuvring, leaping, rolling, turning and sequencing. Maneuverers are used as a stepping stone for the gymnastics routine. Learn a cheerleading routine that incorporates stunts, dancing, tumbling and jumping.</p> <p>Games <u>Volleyball</u>—underarm passing, overhead passing, underhand/sidearm serving, court positioning, simple strategy, blocking <u>Basketball</u>—dribbling (dominant and non-dominant), shooting, free-throw, 5-on-5 court positioning, 3-on-3, rules and simple strategies, rebounding, give and go <u>Football</u>—player positions, understanding pass routes, proper drop back and throw for quarterback, catching techniques, defensive strategies <u>Cooperative Games</u>—participation in whole class games, trust building, encouraging, fairplay practices, playmanship <u>Ultimate Frisbee</u>—angle throws, understanding wind conditions, pass routes, anticipation, rules, etiquette <u>Softball</u>—correct catching positions, throwing from different positions on field, batting, <u>Floor hockey</u>—improving passing while on the move, quick release shots, effective strategies <u>Team Handball</u>—catching to throwing in quick succession, goal tending, learning to make accurate throws at the net <u>Tchoukball</u>—correct catching and throwing technique, quick decision making on the pass, knowing where teammates are, transition quickly <u>Lacrosse</u>—basic catching, passing, shooting and to do it quickly, give-n-go play</p> <p>Individual and Dual Activities <u>Self Defence</u>—body positioning, passive techniques, preventative measures, strategic manoeuvres <u>Tennis</u>—footwork, serving, forehand, backhand, volleys, scoring, basic singles strategy, basic doubles play, continuous rallies <u>Badminton</u>—underhand shots (clears, serving), overhead shots (clears, drops, drives), singles strategy, doubles strategy, scoring <u>Track and Field</u>—throwing (javelin, shot put, discus, hammer), jumping (long, triple, high), track events, relays, hurdles, mini meet <u>Wrestling</u>—referees position, counters, escapes, pinning combinations, rules, match play <u>Orienteering</u>—compass reading, map reading, bearings, plotting, running a course <u>Pickle ball</u>—serving, footwork, forehand, back hand, volley, strategy <u>Table Tennis</u>—forehand, backhand, serving techniques, scoring, singles and doubles play <u>Running</u>—stride length, pacing, exertion, warm up, cool down, footwear, variety of distance and courses <u>Fitness</u>—activities that promote and measure agility, balance, coordination, speed, power, cardiovascular endurance, muscular endurance, flexibility, reaction time <u>Strength training</u>—safety, explore equipment (free weights, fixed</p>	<p>Active Living Knowledge A1 formulate a rationale for active living A2 explain how physical activity relates to <ul style="list-style-type: none"> - health related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility) - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance) - movement concepts (body awareness, spatial awareness, qualities of movement, relationships) A3 analyse how principles of training relate to components of fitness A4 monitor their rate of exertion during physical activity A5 pursue personal physical activity goals related to <ul style="list-style-type: none"> - health-related components of fitness (muscular strength, muscular endurance, cardiovascular endurance, and flexibility) - skill-related components of fitness (e.g., agility, speed, reaction time, co-ordination, balance) Participation 6 participate daily in moderate to vigorous physical activity to enhance fitness A7 demonstrate a willingness to participate in a wide range of physical activities, including <ul style="list-style-type: none"> - individual ad dual activities - games - rhythmic movement activities (including dance and gymnastic activities) Movement B1 apply fundamental movement skills in a range of individual and dual activities B2 apply fundamental movement skills in games activities in predictable and unpredictable settings B3 apply fundamental movement skills in structured complex rhythmic movement activities B4 apply selected principles of training to improve fitness B5 apply a range of movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance of activity-based movement skills</p> <p>Safety, Fair Play, and Leadership C1 apply safety procedures in all physical activities across the activity categories C2 demonstrate proper use of equipment and facilities C3 demonstrate fair play in all physical activities across the activity categories C4 exhibit leadership in a range of physical activities</p>	<ol style="list-style-type: none"> 1. Volleyball Officiating <ol style="list-style-type: none"> a. Scorekeeping b. Lines c. 2nd Referee d. 1st Referee 2. Basketball Officiating <ol style="list-style-type: none"> a. Scorekeeping b. Score clock Operator c. Shot Clock d. Refereeing 3. Coaching Middle School Athletic Teams <ol style="list-style-type: none"> a. Volleyball b. Basketball 4. Athletic Team Manager <ol style="list-style-type: none"> a. Volleyball b. Basketball c. Track and Field 5. Athletic Team Opportunities <ol style="list-style-type: none"> a. Volleyball b. Cross country c. Basketball d. Track and field e. Golf 6. Intramurals <ol style="list-style-type: none"> a. Volleyball b. Basketball c. Floor Hockey d. Badminton 7. Open Gym Activity time 8. Box Lacrosse Arena 9. Abbotsford Recreation Centre <ol style="list-style-type: none"> a. Weight Room b. Pool c. Ice Rink d. Indoor Track e. Activity Rooms <ol style="list-style-type: none"> i. Cycle Fit ii. Boot Camp iii. Bosu Ball 10. Community Running Trails 11. Rotary Stadium 12. Saddle Park 13. Skiing and Snowboarding 14. Rollerblading and Biking (with safety equipment)

machines, core balls), prescribed beginning program
Pilates/Yoga—explore stretching techniques, safety, body awareness
Swimming—water aerobics, water games, lengths (cardio)
Skating—skating games and activities

P.E Curriculum Map Grade 10

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
10	<p>Essential Questions 8 - 10</p> <p>Active Living Knowledge What are the significance and benefits of active living? What are the health and skill-related components of fitness? How do I understand movement skills and concepts? How do I understand and monitor my exertion rates? What goals do I have for my personal fitness?</p> <p>Participation How am I participating in moderate to vigorous, sustained physical activity every day? How do I show that I am willing to participate in a range of physical activities?</p> <p>Movement Skills How do I apply movement skills in individual and dual activities? How do I apply movement skills in games activities? How do I apply movement skills in rhythmic movement activities? How am I applying the principles of training?</p> <p>Safety, Fair Play, and Leadership (service) How do I understand and observe activity-specific safety practices? How do I use warmup and cooldown procedures? How do I use equipment and facilities appropriately? How do I respect rules, team-mates, opponents, and officials? How do I observe correct etiquette in physical activities? How do I show service and leadership in physical activities?</p>	<p>Rhythmic Movement – Dance and Gymnastics <u>Dance</u>— review concepts of dance covered in PE 9. Design and present an original dance (3-4 minute) to peers combining jazz, ballet, contemporary, and hip hop. Students must use space, levels, time, force, and body, movements (locomotor, non-locomotor, and manipulative.) Students also learn a completely choreographed dance sequence and perform as a group. <u>Gymnastics and Cheerleading</u>— students use tumbling, balancing, manoeuvring, leaping, rolling, turning and sequencing previously learned and creates 16 counts of a cheer routine in 2 of the 4 sections. Learn a cheerleading routine that incorporates stunts, dancing, tumbling and jumping.</p> <p>Games <u>Volleyball</u>—defensive passing, serve receive, overhand serving, court positioning, strategy, blocking, rotation, scorekeeping, player positioning <u>Basketball</u>—dribbling with defense, shooting with defense, 5-on-5 court positioning, 3-on-3, rules and game strategies, rebounding, cuts (L and V), jump shots, 3 point shooting, scorekeeping, introduction to officiating <u>Football</u>— feinting and pass routes, quarterback strategy, catching on the run, defensive strategies, offensive strategies, running with the ball <u>Cooperative Games</u>—participation in whole class games, trust building, encouraging, fairplay practices, playmanship <u>Ultimate Frisbee</u>—angle throws, understanding wind conditions, pass routes, anticipation, rules, etiquette, game play <u>Softball</u>—base catching, pitching, defensive movement, rules, decision making (force play, etc.) <u>Floor hockey</u>—passing and shooting strategies, goal tending, game play <u>Team Handball</u>—catching and throwing on the run, goal tending, shooting locations, team strategy, defense <u>Tchoukball</u>—catching and throwing on the run, shooting strategies, team strategy, positioning and coverage around net <u>Lacrosse</u>—catching, passing, and shooting on the run, give-n-go play, goal tending, defense, play making</p> <p>Student Presentations of Learning Students are required to research and prepare a lesson of choice, lead the class and then reflect on the process. Activities are chosen by the student based on personal interest. (i.e. Self-defence, softball training, swimming strokes, dance, game play). Students choose activities that are highly active and touch on the components of fitness.</p> <p>Individual and Dual Activities <u>Tennis</u>—footwork, serving, forehand, backhand, volleys, scoring, singles and doubles strategy, continuous rallies, tournament play <u>Badminton</u>—underhand shots (clears, serving), overhead shots (clears, drops, drives, smashing), cross court shots, net shots, singles and doubles strategy, scoring, game play</p>	<p>Active Living Knowledge A1 describe a variety of ways to be active throughout one’s life A2 demonstrate understanding of</p> <ul style="list-style-type: none"> - health-related components of fitness - skill-related components of fitness - movement concepts <p>A3 implement a comprehensive physical activity plan incorporating</p> <ul style="list-style-type: none"> - goals setting processes - components of fitness - considerations of personal abilities and interests - nutritional considerations <p>Participation A4 participate daily in moderate to vigorous physical activity to enhance fitness A5 demonstrate a willingness to participate in a wide range of physical activities, including</p> <ul style="list-style-type: none"> - individual and dual activities - games - rhythmic movement activities (including dance and gymnastic activities) <p>Movement B1 apply fundamental movement skills in a range of complex individual and dual activities B2 apply fundamental movement skills in a range of complex games activities B3 apply fundamental movement skills in a range of rhythmic movement activities B4 apply principles of training to improve fitness B5 apply movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance in demanding or complex physical activities across the activity categories</p> <p>Safety, Fair Play, and Leadership C1 apply safety procedures in all physical activities across the activity categories C2 demonstrate proper use of equipment and facilities C3 demonstrate fair play conduct in all physical activities across the activity categories C4 apply leadership in a wide range of physical activities</p>	<ol style="list-style-type: none"> 1. Volleyball Officiating <ol style="list-style-type: none"> a. Scorekeeping b. Lines c. 2nd Referee d. 1st Referee 2. Basketball Officiating <ol style="list-style-type: none"> a. Scorekeeping b. Score clock Operator c. Shot Clock d. Refereeing 3. Coaching Middle School Athletic Teams <ol style="list-style-type: none"> a. Volleyball b. Basketball 4. Athletic Team Manager <ol style="list-style-type: none"> a. Volleyball b. Basketball c. Track and Field 5. Athletic Team Opportunities <ol style="list-style-type: none"> a. Volleyball b. Cross country c. Basketball d. Track and field e. Golf 6. Intramurals <ol style="list-style-type: none"> a. Volleyball b. Basketball c. Floor Hockey d. Badminton 7. Open Gym Activity time 8. Box Lacrosse Arena 9. Abbotsford Recreation Centre <ol style="list-style-type: none"> a. Weight Room b. Pool c. Ice Rink d. Indoor Track e. Activity Rooms <ol style="list-style-type: none"> i. Cycle Fit ii. Boot Camp iii. Bosu Ball 10. Community Running Trails 11. Rotary Stadium 12. Saddle Park 13. Skiing and Snowboarding 14. Rollerblading and Biking (with safety equipment)

		<p><u>Track and Field</u>—throwing (javelin, shot put, discus, hammer), jumping (long, triple, high), track events, relays, hurdles, mini meet</p> <p><u>Pickle ball</u>—serving strategies, footwork, forehand, back hand, volley, singles and doubles competitive strategy, tournament play, smash, drop shot</p> <p><u>Table Tennis</u>—serving techniques, scoring, singles and doubles play, reading and performing spins</p> <p><u>Running</u>—stride length, pacing, exertion, warm up, cool down, footwear, variety of distance and courses</p> <p><u>Fitness</u>—activities that promote and measure agility, balance, coordination, speed, power, cardiovascular endurance, muscular endurance, flexibility, reaction time, use instructor selected commercial programs on DVD</p> <p><u>Strength training</u>—safety, individualised program design (includes upper, lower and core)</p> <p><u>Pilates/Yoga</u>—stretching techniques, safety, body awareness</p> <p><u>Swimming</u>—water aerobics, water games, lengths (cardio)</p> <p><u>Skating</u>—skating games and activities</p>	
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P.E Curriculum Map Grade 11

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
11	<p>Essential Questions 11 - 12</p> <p>Active Living What are the principles and concepts that support active living? How am I serving God through being physically active? How can I develop and maintain a personal functional level of physical fitness? Am I developing a positive attitude toward active living in pursuit of lifelong health and well-being?</p> <p>Movement Can I demonstrate efficient and effective movement skills and concepts in a variety of movement categories? How do I demonstrate efficient and effective body mechanics? How do I demonstrate a personal functional level of activity-specific motor skills?</p> <p>Personal and Social Responsibility Do I have a positive attitude towards interpersonal relationships? Do I know about career and occupational opportunities related to physical activities? Am I developing intellectual skills through participation in physical activity? How do I demonstrate leadership capabilities within and outside the physical education program? (PE 6, Kindergarten, Athletic officiating) Am I able to present my learning of activities/sport/fitness to my peers and instructor? Am I able to analyse, reflect and assess my leadership capabilities?</p>	<p>Alternative Environment Activities <u>Sailing</u>—Sail And Life Training onboard the Pacific Swift (alternate years) <u>Hiking</u>—day hike planning, basic first aid, safety <u>Backpacking</u>—3 day planning, safety, preparation for back country elements, packing, footwear, clothing, nutrition, wildlife awareness <u>Canoeing/Kayaking</u>—stokes, j-stroke, safety, water precautions, hypothermia, navigation</p> <p>Games <u>Volleyball</u>—officiating, game play application, tournament planning <u>Basketball</u>—officiating, game play application, tournament planning <u>Football</u>—game play application, exposure to all positions <u>Ultimate Frisbee</u>—game play application <u>Handball</u>—game play application, officiating, teaching Grade 6 PE <u>Tchoukball</u>—game play application <u>Lacrosse</u>— game play application</p> <p>Individual and Dual Activities <u>Tennis</u>—game play application inside of 7 matches outside of class time (teaching others the benefits of playing tennis) <u>Badminton</u>—game play application, learning tournament formats <u>Table tennis</u>—game play application, learning tournament formats <u>Racket Ball</u>—forehand, backhand, serving, singles, doubles, cut throat, rules, strategy, game application <u>Squash</u>—forehand, backhand, serving, singles, doubles, cut throat, rules, strategy, game application <u>Wallyball</u>—angular passing, rapid play, serving, tournament play, rules, team strategy <u>Golf</u>—basic stroke (drive, chip, pitch and putt), shot selection, rules, etiquette, playing 9 holes on a official course <u>Curling</u>—rules, ice safety, equipment, glide from the hack, in and out rotation of rock, sweeping, scoring, being a Skipper, playing in a bonspiel <u>5 and 10 Pin Bowling</u>—scoring, equipment, etiquette, delivery, release, picking up a spare <u>Cardio and Muscular Fitness</u>—developing a running program, using heart rate monitors for fitness assessment, recognising and reaching target heart rate zone for sustained periods of time, types of strength training programs (plyometrics, free weights, instructor selected commercial programs on DVD)</p> <p>Leadership <u>Officiating</u>—lines people, score keeping, timing, score board operation, refereeing (league matches, intramurals, class games) <u>Presentation of Learning</u>—preparing and executing an activity for kindergarten students, teaching basic skills of selected activities to grade 6 students <u>First Aid</u>—Students receive the “Emergency Level” First Aid Certification Course by the instructor, practical and written exam</p>	<p>Active Living</p> <ul style="list-style-type: none"> Design and implement plans for balanced, healthy living, including: nutrition, exercise, rest, work Demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including: age, gender, time, culture, environment Describe strategies for stress management and relaxation Adapt physical activities to minimize environmental impact Design and implement coaching plans for exercise programs that apply principles of training (progression, overload, specificity) Demonstrate an understanding of how the cardiovascular, muscular, and skeletal systems relate to human motor performance Select appropriate community-based creational and alternative-environment opportunities to develop a personal functional level of physical fitness Evaluate the influence of consumerism and professional athletics on personal perception of body image <p>Movement</p> <ul style="list-style-type: none"> Apply the elements of movement to a variety of activities Plan and participate safely in a variety of activities and environments Demonstrate a personal functional level of competence in a selection of activity-specific motor skills Analyse the components of skill performance Apply understanding of body mechanics (balance, motion, force, levers, buoyancy) to improve their performance and the performance of others Select and apply problem-solving strategies when planning and leading others in specific activities <p>Personal and Social Responsibility (Personal Behaviours and Safety Practices)</p> <ul style="list-style-type: none"> Apply appropriate rules, routines, procedures, and safety practices in a variety of activities and environments Demonstrate positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds Demonstrate self-respect and self-confidence while involved in physical activities Apply etiquette and fair play in a variety of roles, including: performer, coach, official, observer Demonstrate an understanding of the prevention and treatment of athletic injuries <p>Personal and Social Responsibility (Leadership and Community Involvement)</p> <ul style="list-style-type: none"> Describe and demonstrate qualities and problem-solving strategies required for leadership related to physical activity and recreation Demonstrate an understanding of the processes needed to co-ordinate events and programs in school and community Demonstrate knowledge and skills required by recommended certification programs in selected areas related to physical activity Identify and describe the benefits of service and volunteer work in the school and community Identify and use appropriate technology when solving problems involving physical activity Demonstrate an understanding of the attributes required to pursue careers related to physical activity 	<ol style="list-style-type: none"> Volleyball Officiating <ol style="list-style-type: none"> Scorekeeping Lines 2nd Referee 1st Referee Basketball Officiating <ol style="list-style-type: none"> Scorekeeping Score clock Operator Shot Clock Refereeing Coaching Middle School Athletic Teams <ol style="list-style-type: none"> Volleyball Basketball Athletic Team Manager <ol style="list-style-type: none"> Volleyball Basketball Track and Field Athletic Team Opportunities <ol style="list-style-type: none"> Volleyball Cross country Basketball Track and field Golf Intramurals <ol style="list-style-type: none"> Volleyball Basketball Floor Hockey Badminton Open Gym Activity time Box Lacrosse Arena Abbotsford Recreation Centre <ol style="list-style-type: none"> Weight Room Pool Ice Rink Indoor Track Activity Rooms <ol style="list-style-type: none"> Cycle Fit Boot Camp Bosu Ball Community Running Trails Rotary Stadium Skiing and Snowboarding Rollerblading and Biking (with safety equipment) Valley Racket Centre Galaxy Bowling Dogwood Bowling Abbotsford Curling Club Valley Golf Centre Delair Park

P.E Curriculum Map Grade 12

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: It is expected that students will:	Off-campus activities and / or Extra-curricular opportunities
12	<p>Essential Questions 11 - 12</p> <p>Active Living What are the principles and concepts that support active living? How am I serving God through being physically active? How can I develop and maintain a personal functional level of physical fitness? Am I developing a positive attitude toward active living in pursuit of lifelong health and well-being?</p> <p>Movement Can I demonstrate efficient and effective movement skills and concepts in a variety of movement categories? How do I demonstrate efficient and effective body mechanics? How do I demonstrate a personal functional level of activity-specific motor skills?</p> <p>Personal and Social Responsibility Do I have a positive attitude towards interpersonal relationships? Do I know about career and occupational opportunities related to physical activities? Am I developing intellectual skills through participation in physical activity? How do I demonstrate leadership capabilities within and outside the physical education program? (PE 6, Kindergarten, Athletic officiating) Am I able to present my learning of activities/sport/fitness to my peers and instructor? Am I able to analyse, reflect and assess my leadership capabilities?</p>	<p>Alternative Environment Activities <u>Sailing</u>—Sail And Life Training onboard the Pacific Swift (alternate years) <u>Hiking</u>—day hike planning, basic first aid, safety <u>Backpacking</u>—3 day planning, safety, preparation for back country elements, packing, footwear, clothing, nutrition, wildlife awareness <u>Canoeing/Kayaking</u>—stokes, j-stroke, safety, water precautions, hypothermia, navigation</p> <p>Games ** in addition to participating with the following activities, grade 12 students are required to demonstrate and assist with the learning of the grade 11 students as guided by the instructor <u>Volleyball</u>— students demonstrate ability to be a first and second referee, minor officiating, game play application, tournament planning, teaching opportunities, tournament and game organisation <u>Basketball</u>— students demonstrate ability as on court officials, game play application, tournament planning, teaching opportunities, tournament and game organisation <u>Football</u>— students demonstrate ability as on field officials, game play application, exposure to all positions, teaching opportunities, tournament and game organisation <u>Ultimate Frisbee</u> - design strategies of game play application, teaching opportunities, tournament and game organisation <u>Handball</u>— design strategies of game play application, officiating, teaching Grade 6 PE <u>Tchoukball</u>— design strategies of game play application, teaching opportunities, tournament and game organisation <u>Lacrosse</u>— design strategies of game play application, teaching opportunities, tournament and game organisation</p> <p>Individual and Dual Activities ** in addition to participating with the following activities, grade 12 students are required to demonstrate and assist with the learning of the grade 11 students as guided by the instructor <u>Tennis</u>—game play application inside of 7 matches outside of class time (teaching others the benefits of playing tennis) students are partnered with PE11 students and work as a doubles team and lead teaching of positioning and net shots <u>Badminton</u>—game play application, learning tournament formats, students are partnered with PE11 students and work as a doubles team and lead teaching of positioning and net shots <u>Table tennis</u>—game play application, learning tournament formats <u>Racquetball</u>—forehand, backhand, serving, singles, doubles, cut throat, rules, strategy, game application, students are partnered with PE11 students and work as a doubles team and lead teaching of positioning and passing shots <u>Squash</u>—forehand, backhand, serving, singles, doubles, cut throat, rules, strategy, game application <u>Wallyball</u>—angular passing, rapid play, serving, tournament play, rules, team strategy <u>Golf</u>—basic stroke (drive, chip, pitch and putt), shot selection, rules, etiquette, playing 9 holes on an official course, students lead a foursome of students through course <u>Curling</u>—rules, ice safety, equipment, glide from the hack, in and out rotation of rock, sweeping, scoring, being a Skipper, playing in a bonspiel, students take on role of skipper from the onset and assist PE11 students in learning the responsibility of being a</p>	<p>Active Living</p> <ul style="list-style-type: none"> Design, evaluate, and monitor plans for a balanced, healthy lifestyle, taking into consideration factors that affect the choice of physical activity, including: age, gender, culture, environment, body-image perceptions Analyse and design plans for stress management and relaxation Evaluate, monitor, and adapt plans for exercise programs for themselves and others, applying the principles of training (progression, overload, specificity) Demonstrate an understanding of physiology and performance modifiers Develop a plan to maximize personal motor performance for themselves and others Demonstrate a willingness to use community-based recreational and alternative-environment opportunities to develop a personal functional level of physical fitness Analyse and describe the effect of professional sports role models on the choice of personal lifetime activities. <p>Movement</p> <ul style="list-style-type: none"> Evaluate, adapt, and apply the elements of movement to selected activities Improve their personal functional level of competence in a selection of activity-specific motor skills Design and evaluate activities in a variety of environments and movement categories Evaluate and modify their performance and that of others, applying the principles of body mechanics (balance, motion, force, levers, buoyancy) Analyse and apply problem-solving strategies when planning and leading others in specific activities <p>Personal and Social Responsibility (Personal Behaviours and Safety Practices)</p> <ul style="list-style-type: none"> Consistently demonstrate safety practices in a variety of activities and environments Adapt appropriate rules, routines, and procedures while involved in new and familiar activities Model self-respect and self-confidence while involved in physical activities Apply appropriate interpersonal skills while organizing and participating in physical activities, showing respect for individual abilities, interests, gender, and cultural backgrounds Consistently model fair play and etiquette in a variety of roles, including: performer, coach, official, observer Demonstrate the care and prevention of athletic injuries <p>Personal and Social Responsibility (Leadership and Community Involvement)</p> <ul style="list-style-type: none"> Apply knowledge skills, and personal qualities required for leadership in areas related to physical activity and recreation Organize and co-ordinate events and programs in the school and community using appropriate technology Apply knowledge and skills required by recommended certification programs related to physical activity Perform service and volunteer work in the school and community Assess knowledge and skills required for specific careers related to physical activity 	<ol style="list-style-type: none"> Volleyball Officiating <ol style="list-style-type: none"> Scorekeeping Lines 2nd Referee 1st Referee Basketball Officiating <ol style="list-style-type: none"> Scorekeeping Score clock Operator Shot Clock Refereeing Coaching Middle School Athletic Teams <ol style="list-style-type: none"> Volleyball Basketball Athletic Team Manager <ol style="list-style-type: none"> Volleyball Basketball Track and Field Athletic Team Opportunities <ol style="list-style-type: none"> Volleyball Cross country Basketball Track and field Golf Intramurals <ol style="list-style-type: none"> Volleyball Basketball Floor Hockey Badminton Open Gym Activity time Box Lacrosse Arena Abbotsford Recreation Centre <ol style="list-style-type: none"> Weight Room Pool Ice Rink Indoor Track Activity Rooms <ol style="list-style-type: none"> Cycle Fit Boot Camp Bosu Ball Community Running Trails Rotary Stadium Skiing and Snowboarding Rollerblading and Biking (with safety equipment) Valley Racket Centre Galaxy Bowling Dogwood Bowling Abbotsford Curling Club Valley Golf Centre Delair Park

		<p>skipper <u>5 and 10 Pin Bowling</u>—scoring, equipment, etiquette, delivery, release, picking up a spare <u>Cardio and Muscular Fitness</u>—developing a running program, using heart rate monitors for fitness assessment, recognising and reaching target heart rate zone for sustained periods of time, types of strength training programs (plyometrics, free weights, instructor selected commercial programs on DVD)</p> <p>Leadership <u>Officiating</u>—lines people, score keeping, timing, score board operation, refereeing (league matches, intramurals, class games), convening class game play <u>Presentation of Learning</u>—preparing and executing an activity for kindergarten students, teaching basic skills of selected activities to grade 6 students, students prepare for and become an expert on a student selected activity and share their knowledge with peers <u>First Aid</u>—Students prepare a first aid scenario act as casualties for other members of the class (PE11) during the practical exam component</p>		
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