

Physical Education 10 – Specific Outcomes



General Outcome A: Activity

A10–

Basic Skills

- 1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- 2 N/A
- 3 apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- 4 N/A
- 5 apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- 6 N/A

Application of Basic Skills

- 7 adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills
- 8 apply the principles of dance to improve performance
- 9 choreograph and perform dances for self and others; e.g., jazz, social and novelty
- 10 adapt and improve activity-specific skills in a variety of games
- 11 select, plan and create games that incorporate simple and more challenging strategies and tactics
- 12 apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic
- 13 adapt and improve activity-specific skills in a variety of individual pursuits; e.g., resistance training, aerobics



General Outcome B: Benefits Health

B10–

Functional Fitness

- 1 design, analyze and modify nutrition programs that will positively affect performance in physical activity
- 2 demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness
- 3 plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration

Body Image

- 4 acknowledge and analyze the media and peer influences on body image
- 5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

Well-being

- 6 clarify the positive benefits that occur as a result of participation in physical activity
- 7 understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR)

- 8 select and perform appropriate physical activities for personal stress management and relaxation



General Outcome C: Cooperation

C10–

Communication

- 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- 2 discuss issues related to positive athletic/active living role models

Fair Play

- 3 demonstrate etiquette and fair play

Leadership

- 4 describe, apply, monitor and assess leadership and followership skills related to physical activity

Teamwork

- 5 develop and apply practices that contribute to teamwork
- 6 identify and demonstrate positive behaviours that show respect for self and others



General Outcome D: Do it Daily...for Life!

D10–

Effort

- 1 demonstrate a commitment to an active lifestyle through participation in and out of class
- 2 develop a personal plan that is self-motivating and encourages ongoing participation

Safety

- 3 select and apply rules, routines and procedures of safety in a variety of activities
- 4 analyze, design and assess warm-up and cool-down activities
- 5 define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others

Goal Setting/Personal Challenge

- 6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life

- 7 N/A

Active Living in the Community

- 8 investigate participation in community activity programs for all ages and the influences that affect participation
- 9 demonstrate decision-making skills that reflect choices for daily activity within the school and the community

PHYSICAL EDUCATION 10 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Physical Education 10 specific outcomes.



Activity



Benefits Health



Cooperation



Do it Daily...For Life!

Specific Outcomes	Illustrative Examples
<p>A10-1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>A10-7 adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills</p>	<ul style="list-style-type: none"> • Snowshoe through an obstacle course, and perform cooperative relay races. • Propel through water, using a variety of kicking actions and with the assistance of a floatation device. • Participate in an orienteering course set up on the school grounds, at a local park or on a camping trip.
<p>B10-6 clarify the positive benefits that occur as a result of participation in physical activity</p> <p>B10-7 understand the consequences and risks associated with an inactive lifestyle; e.g., the benefits of a healthy heart versus the need for emergency cardiac care (CPR)</p> <p>B10-8 select and perform appropriate physical activities for personal stress management and relaxation</p>	<ul style="list-style-type: none"> • Discuss the positive benefits of participation in physical activity; e.g., a cross-country ski race in the community, a bicycle race or a hike. • Discuss the consequences of inactivity, and then participate in alternative-environment activities that will decrease the risks associated with inactivity; e.g., cross-country skiing, snowshoeing, hiking, swimming. • Participate in outdoor pursuits that are beneficial in reducing stress; e.g., nature walks, bike rides, canoeing. Record in a log/journal for one month the stress management or relaxation activities undertaken.
<p>C10-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</p> <p>C10-6 identify and demonstrate positive behaviours that show respect for self and others</p>	<ul style="list-style-type: none"> • Assume leadership responsibilities, such as working with English as a second language students, officiating and working with students who have disabilities. • Demonstrate respect for rules, etiquette and safety while participating within the community; e.g., during a downhill ski day or at a community bowling lane, community fitness facility or curling rink.
<p>D10-5 define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others</p> <p>D10-6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life</p>	<ul style="list-style-type: none"> • Review survival skills, using simulations in various alternative environments; e.g., aquatics, outdoor pursuits. Listen to a presentation by a local biologist or Aboriginal Elder about the indigenous plants in the surrounding area that could be used for survival. • Keep a log of physical activity participation during the week. Then set goals for the following week to incorporate alternative-environment activities into leisure time. Use a peer monitoring strategy to review goal attainment.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																																	
<p>Selected Specific Outcomes</p> <p>A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>A10–7 adapt and improve activity-specific skills in a variety of environments; e.g., camping, canoeing, survival skills</p> <p>D10–6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life</p> <p>Criteria</p> <ul style="list-style-type: none"> • initiates movement from hips • legs are relatively straight • heels should just break surface of water • strong downward push against the water <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Aquatics – front crawl (leg action). Students demonstrate the proper techniques involved in the front crawl.</p> <p>Evaluation Strategies</p> <p>Rubric</p> <table border="1"> <thead> <tr> <th>Excellent</th> <th><input type="checkbox"/></th> <th>• move initiated from hips, knees flex and ankles flop</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td><input type="checkbox"/></td> <td>• knees and ankles stiff, very small flutter, tense and rigid in the water</td> </tr> <tr> <td>Adequate</td> <td><input type="checkbox"/></td> <td>• feet kick totally out of the water, splashing; legs have in-out piston action similar to crawling; lower leg used only</td> </tr> <tr> <td>Limited</td> <td><input type="checkbox"/></td> <td>• unable to continuously propel through the water; swimmer may move backward while floating or kicking</td> </tr> </tbody> </table> <p>Checklist (Goal Setting)</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Clearly states goals</td> <td></td> <td></td> </tr> <tr> <td>Clearly states criteria/evidence for successful completion</td> <td></td> <td></td> </tr> <tr> <td>Lists actions to achieve the goals</td> <td></td> <td></td> </tr> <tr> <td>Lists resources for support</td> <td></td> <td></td> </tr> <tr> <td>Establishes a plan to monitor progress</td> <td></td> <td></td> </tr> <tr> <td>Creates a timeline for completion</td> <td></td> <td></td> </tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • Provide one-on-one verbal feedback with the student. • Give the student feedback on rating, and establish goals. <p>Journal Entries:</p> <ul style="list-style-type: none"> • Student is responsible to record goals in a logbook; e.g., number of continuous lengths. <p>Progress Report Comments:</p> <ul style="list-style-type: none"> • Student is able to demonstrate the proper techniques involved in a number of chosen swimming strokes. 	Excellent	<input type="checkbox"/>	• move initiated from hips, knees flex and ankles flop	Proficient	<input type="checkbox"/>	• knees and ankles stiff, very small flutter, tense and rigid in the water	Adequate	<input type="checkbox"/>	• feet kick totally out of the water, splashing; legs have in-out piston action similar to crawling; lower leg used only	Limited	<input type="checkbox"/>	• unable to continuously propel through the water; swimmer may move backward while floating or kicking	Criteria	Yes	No	Clearly states goals			Clearly states criteria/evidence for successful completion			Lists actions to achieve the goals			Lists resources for support			Establishes a plan to monitor progress			Creates a timeline for completion			<p>Involving students in the planning and instructional component of activities helps them to develop leadership skills. For example, students can be active participants in planning for outdoor trips by working closely with other students and the teacher to plan the route the group will take, the gear that is needed and the food that will be taken. Proper outdoor etiquette and survival skills should also be discussed and practised by the group prior to the excursion. By working together, students gain a sense of ownership of the trip rather than feeling that they are being “dragged” to go. Other activities that help foster leadership skills might include helping to plan and teach a Grade 1 physical education class, coordinating an intramural activity in school, or hosting a special “active living” event for members of the community.</p> <p>ABCD's of Physical Education</p> 
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PHYSICAL EDUCATION 10 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Physical Education 10 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
<p>A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>A10–8 apply the principles of dance to improve performance</p> <p>A10–9 choreograph and perform dances for self and others; e.g., jazz, social and novelty</p>	<ul style="list-style-type: none"> • Create a dance incorporating assigned movements; e.g., line dance turns, stomps and travels, that were previously learned and practised. • Perform dance steps from a variety of dance forms; e.g., folk, square, novelty, ballroom and jazz, individually, with partners and in small groups. • Choreograph and perform dances representing various cultures; e.g., Greek, or eras; e.g., swing.



Benefits Health

<p>B10–2 demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of physical fitness</p> <p>B10–4 acknowledge and analyze the media and peer influences on body image</p>	<ul style="list-style-type: none"> • Compare cardio-respiratory benefits from participating in different dance forms; e.g., waltz versus polka. Analyze how to ensure greater fitness benefit. • Discuss the images of dancers portrayed by the media; e.g., music videos and television, and create a music video.
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Cooperation

<p>C10–2 discuss issues related to positive athletic/active living role models</p> <p>C10–6 identify and demonstrate positive behaviours that show respect for self and others</p>	<ul style="list-style-type: none"> • Invite guests from dance clubs in the community to demonstrate and lead dances with the class and to discuss the benefits they get from the dance club; e.g., seniors' square dance, cultural dance group, children's tap class. • Discuss appropriate social etiquette for dance; e.g., active participation and gracious ways to accept an invitation, and demonstrate these respectful behaviours throughout the unit.
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Do it Daily...For Life!

<p>D10–1 demonstrate a commitment to an active lifestyle through participation in and out of class</p> <p>D10–4 analyze, design and assess warm-up and cool-down activities</p>	<ul style="list-style-type: none"> • Prior to a community event; e.g., graduation dance, wedding reception or cultural event, prepare and practise social dances. • Through participation, compare and contrast the warm-ups and cool-downs that might be done by different types of dancers; e.g., Ukrainian, ballet, Métis, First Nations, Inuit.
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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																														
<p>Selected Specific Outcomes</p> <p>A10–8 apply the principles of dance to improve performance C10–6 identify and demonstrate positive behaviours that show respect for self and others</p> <p>Criteria</p> <ul style="list-style-type: none"> • demonstrates a variety of skills involved in a chosen dance • demonstrates rhythmic movement • exhibits dance etiquette • coordinates movements <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Ballroom Partner Dance—Students choose a ballroom dance technique to perform with a partner.</p> <p>Evaluation Strategies</p> <p>Analytic Rating Scale</p> <table border="1" data-bbox="213 973 985 1305"> <thead> <tr> <th data-bbox="213 973 763 1142">Partner Dance</th> <th data-bbox="763 973 817 1142">Consistently</th> <th data-bbox="817 973 871 1142">Frequently</th> <th data-bbox="871 973 925 1142">Occasionally</th> <th data-bbox="925 973 985 1142">Rarely, if ever</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 1142 763 1174">Demonstrates a variety of skills</td><td></td><td></td><td></td><td></td></tr> <tr> <td data-bbox="213 1174 763 1205">Demonstrates rhythmic movement</td><td></td><td></td><td></td><td></td></tr> <tr> <td data-bbox="213 1205 763 1237">Leads/follows appropriately</td><td></td><td></td><td></td><td></td></tr> <tr> <td data-bbox="213 1237 763 1269">Exhibits dance etiquette</td><td></td><td></td><td></td><td></td></tr> <tr> <td data-bbox="213 1269 763 1300">Coordinates movements</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • Teacher provides oral feedback to recognize and encourage positive behaviours in a social dance setting. Example: I liked how you ... <ul style="list-style-type: none"> – greeted and thanked your partner for the dance – escorted your partner on and off the floor. <p>Written Feedback by Teacher in Student Journal:</p> <ul style="list-style-type: none"> • Ask students to reflect on where these basic skills could be put to use in the future. <p>Progress Report Comments:</p> <ul style="list-style-type: none"> • Student is able to demonstrate positive behaviours that show respect for self and others during a ballroom dance. 	Partner Dance	Consistently	Frequently	Occasionally	Rarely, if ever	Demonstrates a variety of skills					Demonstrates rhythmic movement					Leads/follows appropriately					Exhibits dance etiquette					Coordinates movements					<p>By Grade 10, students should have acquired a repertoire of basic skills, dance steps and formations using a variety of spatial, effort and relationship concepts. Using these skills and a variety of different stimuli, students should be able to create dances. Stimuli can be different forms of music; e.g., country, folk and modern, poetry, pictures and themes; e.g., sports, nature, animals.</p> <p>Students should also be able to research and demonstrate to other students different dance forms from various cultures; e.g., Métis, First Nations, Inuit, Hungarian, Spanish. Placing more emphasis on students to research, create and perform their own dance sequences, individually and with others, will increase the likelihood that they will continue to include dance as part of their physical activity during leisure time.</p> <p>ABCD's of Physical Education</p> 
Partner Dance	Consistently	Frequently	Occasionally	Rarely, if ever																											
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PHYSICAL EDUCATION 10 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

**The following are selected examples
of Physical Education 10 specific outcomes.**



Activity

Specific Outcomes	Illustrative Examples
<p>A10-5 apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>A10-10 adapt and improve activity-specific skills in a variety of games</p> <p>A10-11 select, plan and create games that incorporate simple and more challenging strategies and tactics</p>	<ul style="list-style-type: none"> In pairs, challenge one another to work cooperatively, using retaining and passing skills on the move; e.g., dribbling or cradling, and passing. Work individually and with others to perform activity-specific motor skills within a game; e.g., cricket, curling, team handball. After playing the game, discuss ways to improve game performance. Create a cooperative game or challenge with a partner or small group that focuses upon the application of specific strategies; e.g., moving into a space, person-to-person defence, getting back into position. Teach the game or activity to the class or another group.



Benefits Health

<p>B10-1 design, analyze and modify nutrition programs that will positively affect performance in physical activity</p> <p>B10-5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity</p>	<ul style="list-style-type: none"> Keep track of the number of calories consumed in a day and the number of calories burned through playing games during that same time period. Achieve a balance between calories consumed and burned. Review a chart of performance-enhancing substances. Identify the consequences and side effects of such substances as they relate to a specific sport.
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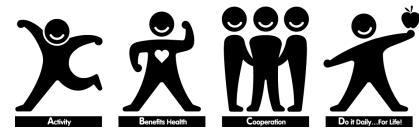
Cooperation

<p>C10-3 demonstrate etiquette and fair play</p> <p>C10-4 describe, apply, monitor and assess leadership and followership skills related to physical activity</p>	<ul style="list-style-type: none"> Identify and list behaviours associated with fair play. Demonstrate positive behaviours during games. In groups, research a Métis, First Nations or Inuit game. After allowing time for practice, teach the game to the rest of the class.
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Do it Daily...For Life!

<p>D10-1 demonstrate a commitment to an active lifestyle through participation in and out of class</p> <p>D10-8 investigate participation in community activity programs for all ages and the influences that affect participation</p>	<ul style="list-style-type: none"> Create a stacked bar graph that compares your participation in various types of physical activity over a period of time; e.g., compare games, individual activities, dance. Discuss activity choices. Identify those factors that influence the level of participation in community activity programs. Plan a personal activity program that uses community facilities.
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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																																													
<p>Selected Specific Outcomes</p> <p>A10–10 adapt and improve activity-specific skills in a variety of games A10–11 select, plan and create games that incorporate simple and more challenging strategies and tactics C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity</p> <p>Criteria</p> <ul style="list-style-type: none"> meets criteria of creating a game <ul style="list-style-type: none"> serve must start rally establish boundaries create a point system demonstrate creative strategies and tactics unique or interesting name for game develop rules purpose of game involves skill develops leadership and followership skills exhibits group cooperation <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Badminton—Create a badminton-type game, using racquets and a badminton court.</p> <p>Evaluation Strategies</p> <p>Analytic Rating Scale (Group Evaluation)</p> <table border="1" data-bbox="208 1157 1046 1480"> <thead> <tr> <th data-bbox="208 1157 584 1216">Task: Create a Game</th><th data-bbox="584 1157 747 1216">Consistently</th><th data-bbox="747 1157 910 1216">Frequently</th><th data-bbox="910 1157 1046 1216">Occasionally</th><th data-bbox="1046 1157 1046 1216">Rarely, if ever</th></tr> </thead> <tbody> <tr> <td data-bbox="208 1216 584 1248">We participated in creating a game</td><td data-bbox="584 1216 747 1248"></td><td data-bbox="747 1216 910 1248"></td><td data-bbox="910 1216 1046 1248"></td><td data-bbox="1046 1216 1046 1248"></td></tr> <tr> <td data-bbox="208 1248 584 1279">We listened to one another</td><td data-bbox="584 1248 747 1279"></td><td data-bbox="747 1248 910 1279"></td><td data-bbox="910 1248 1046 1279"></td><td data-bbox="1046 1248 1046 1279"></td></tr> <tr> <td data-bbox="208 1279 584 1311">We encouraged each other</td><td data-bbox="584 1279 747 1311"></td><td data-bbox="747 1279 910 1311"></td><td data-bbox="910 1279 1046 1311"></td><td data-bbox="1046 1279 1046 1311"></td></tr> <tr> <td data-bbox="208 1311 584 1343">We shared ideas</td><td data-bbox="584 1311 747 1343"></td><td data-bbox="747 1311 910 1343"></td><td data-bbox="910 1311 1046 1343"></td><td data-bbox="1046 1311 1046 1343"></td></tr> <tr> <td data-bbox="208 1343 584 1374">The group cooperated</td><td data-bbox="584 1343 747 1374"></td><td data-bbox="747 1343 910 1374"></td><td data-bbox="910 1343 1046 1374"></td><td data-bbox="1046 1343 1046 1374"></td></tr> <tr> <td data-bbox="208 1374 584 1406">We met criteria</td><td data-bbox="584 1374 747 1406"></td><td data-bbox="747 1374 910 1406"></td><td data-bbox="910 1374 1046 1406"></td><td data-bbox="1046 1374 1046 1406"></td></tr> <tr> <td data-bbox="208 1406 584 1438">We were challenged</td><td data-bbox="584 1406 747 1438"></td><td data-bbox="747 1406 910 1438"></td><td data-bbox="910 1406 1046 1438"></td><td data-bbox="1046 1406 1046 1438"></td></tr> <tr> <td data-bbox="208 1438 584 1469">We had fun!</td><td data-bbox="584 1438 747 1469"></td><td data-bbox="747 1438 910 1469"></td><td data-bbox="910 1438 1046 1469"></td><td data-bbox="1046 1438 1046 1469"></td></tr> </tbody> </table> <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> Provide feedback regarding cooperation. Provide students with the group evaluation mark. <p>Progress Report Comments:</p> <ul style="list-style-type: none"> Student is able to select, plan and create games that incorporate simple and more challenging strategies and tactics. 	Task: Create a Game	Consistently	Frequently	Occasionally	Rarely, if ever	We participated in creating a game					We listened to one another					We encouraged each other					We shared ideas					The group cooperated					We met criteria					We were challenged					We had fun!					<p>By the end of Grade 10, students should have accumulated a number of basic skills, tactics and strategies specific to a number of games. Students should not only be able to integrate these skills within a number of game contexts, but they should also be able to assess their own and others' performance during the games. For example, after playing a game, students should be given the opportunity to identify their game strengths and areas for improvement. Teachers should provide opportunities and feedback to students based on areas in which they need improvement. Students can also create games that will emphasize their strengths as well as focus on areas in need of improvement. These games should not only focus on applying the basic skills but also on integrating important tactics and strategies.</p> <p>ABCD's of Physical Education</p> 
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PHYSICAL EDUCATION 10 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Physical Education 10 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
<p>A10–3 apply and refine nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>A10–12 apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic</p>	<ul style="list-style-type: none"> Using a station approach, review specific nonlocomotor balances, change of level, base of support and shape. Create a floor/mat gymnastic sequence with a focus on body movement and control; e.g., balance; weight transfers; pathways; changes of level, shapes and speed.
<p>B10–4 acknowledge and analyze the media and peer influences on body image</p> <p>B10–6 clarify the positive benefits that occur as a result of participation in physical activity</p>	<ul style="list-style-type: none"> View a short video clip of Olympic gymnasts. Analyze apparent body types of successful gymnasts. Discuss implications that pressure gymnasts to have this body type. Identify and explain the positive social interaction that occurred as a result of creating a routine with a partner.
<p>C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity</p> <p>C10–5 develop and apply practices that contribute to teamwork</p>	<ul style="list-style-type: none"> Assume various roles with a partner while creating sequences; e.g., matching, mirroring. Understand that both partners must be able to perform the movements in the sequence. Work with partners, or in small groups, to create a human sculpture focusing on the theme of balance. Try symmetrical, contrast and assisted balances.
<p>D10–3 select and apply rules, routines and procedures of safety in a variety of activities</p> <p>D10–5 define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity; e.g., aquatics; and, demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others</p>	<ul style="list-style-type: none"> Identify areas within the gymnasium or gymnastic facility that may increase the risk of injury, and demonstrate appropriate actions to eliminate injury or risk. Create a safety checklist for equipment. At the beginning of each class, assume responsibility for setting up equipment and go through the checklist to ensure it is safe. Have your safety assessments double-checked by the teacher.



Cooperation



Do it Daily...For Life!

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																																																								
<p>Selected Specific Outcomes</p> <p>A10–12 apply the basic skills in combination with each other with personal proficiency in a variety of gymnastic experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic</p> <p>B10–6 clarify the positive benefits that occur as a result of participation in physical activity</p> <p>Criteria</p> <ul style="list-style-type: none"> Students demonstrate the following components in their routine: balance; locomotion; using different pathways, rotations and levels. <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Gymnastics—Students create routines based on skills, including a proper warm-up and cool-down. In pairs, students perform a final gymnastics routine.</p> <p>Evaluation Strategies</p> <p>Checklist</p> <table border="1" data-bbox="218 846 1013 1056"> <thead> <tr> <th data-bbox="218 846 816 889">Peer Evaluation</th> <th data-bbox="816 846 931 889">Yes</th> <th data-bbox="931 846 1013 889">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="218 889 816 920">Used different levels in their routine</td> <td data-bbox="816 889 931 920"></td> <td data-bbox="931 889 1013 920"></td> </tr> <tr> <td data-bbox="218 920 816 952">Demonstrated a variety of balances</td> <td data-bbox="816 920 931 952"></td> <td data-bbox="931 920 1013 952"></td> </tr> <tr> <td data-bbox="218 952 816 984">Demonstrated locomotion, using different pathways</td> <td data-bbox="816 952 931 984"></td> <td data-bbox="931 952 1013 984"></td> </tr> <tr> <td data-bbox="218 984 816 1015">Used different rotations; e.g., forward roll, backward roll</td> <td data-bbox="816 984 931 1015"></td> <td data-bbox="931 984 1013 1015"></td> </tr> <tr> <td data-bbox="218 1015 816 1047">Demonstrated a start and conclusion to their routine</td> <td data-bbox="816 1015 931 1047"></td> <td data-bbox="931 1015 1013 1047"></td> </tr> <tr> <td data-bbox="218 1047 816 1056">Cooperated with group members</td> <td data-bbox="816 1047 931 1056"></td> <td data-bbox="931 1047 1013 1056"></td> </tr> </tbody> </table> <p>Analytic Rating Scale</p> <table border="1" data-bbox="205 1110 1046 1533"> <thead> <tr> <th data-bbox="205 1110 616 1153">Teacher Evaluation</th> <th data-bbox="616 1110 747 1153">Consistently</th> <th data-bbox="747 1110 878 1153">Frequently</th> <th data-bbox="878 1110 1008 1153">Occasionally</th> <th data-bbox="1008 1110 1046 1153">Rarely, if ever</th> </tr> </thead> <tbody> <tr> <td data-bbox="205 1153 616 1237">Moves smoothly from one skill to the next; components of the routine fit well together</td> <td data-bbox="616 1153 747 1237"></td> <td data-bbox="747 1153 878 1237"></td> <td data-bbox="878 1153 1008 1237"></td> <td data-bbox="1008 1153 1046 1237"></td> </tr> <tr> <td data-bbox="205 1237 616 1322">Shows good form throughout the performance, including starts, stops and balances</td> <td data-bbox="616 1237 747 1322"></td> <td data-bbox="747 1237 878 1322"></td> <td data-bbox="878 1237 1008 1322"></td> <td data-bbox="1008 1237 1046 1322"></td> </tr> <tr> <td data-bbox="205 1322 616 1385">Looks strong and in control, routine is aesthetically pleasing</td> <td data-bbox="616 1322 747 1385"></td> <td data-bbox="747 1322 878 1385"></td> <td data-bbox="878 1322 1008 1385"></td> <td data-bbox="1008 1322 1046 1385"></td> </tr> <tr> <td data-bbox="205 1385 616 1448">Includes necessary components in the routine</td> <td data-bbox="616 1385 747 1448"></td> <td data-bbox="747 1385 878 1448"></td> <td data-bbox="878 1385 1008 1448"></td> <td data-bbox="1008 1385 1046 1448"></td> </tr> <tr> <td data-bbox="205 1448 616 1480">Cooperates with group members</td> <td data-bbox="616 1448 747 1480"></td> <td data-bbox="747 1448 878 1480"></td> <td data-bbox="878 1448 1008 1480"></td> <td data-bbox="1008 1448 1046 1480"></td> </tr> <tr> <td data-bbox="205 1480 616 1533">Comments: _____</td> <td data-bbox="616 1480 747 1533"></td> <td data-bbox="747 1480 878 1533"></td> <td data-bbox="878 1480 1008 1533"></td> <td data-bbox="1008 1480 1046 1533"></td> </tr> </tbody> </table> <p>Communication Strategies</p> <p>Journal Entry—opening lines:</p> <ul style="list-style-type: none"> The muscles I worked today were ... The one thing I would like to do again is ... My body feels like ... when I do these activities. I demonstrated flexibility by performing ... What I liked about my routine ... What I liked about other routines ... <p>Progress Report Comments:</p> <ul style="list-style-type: none"> Student is able to perform gymnastics routines with a partner. 	Peer Evaluation	Yes	No	Used different levels in their routine			Demonstrated a variety of balances			Demonstrated locomotion, using different pathways			Used different rotations; e.g., forward roll, backward roll			Demonstrated a start and conclusion to their routine			Cooperated with group members			Teacher Evaluation	Consistently	Frequently	Occasionally	Rarely, if ever	Moves smoothly from one skill to the next; components of the routine fit well together					Shows good form throughout the performance, including starts, stops and balances					Looks strong and in control, routine is aesthetically pleasing					Includes necessary components in the routine					Cooperates with group members					Comments: _____					<p>Gymnastics does not need to be restricted to the gymnasium. The basic skills that are developed through the gymnastics program can be applied in a variety of environments. For example, students can combine basic locomotor, nonlocomotor and manipulation skills on rope courses (low and high), on hiking trails, in parks and in many different physical activities. Learning how to jump and land, for example, are important skills in traditional sports, such as soccer, volleyball, basketball and football. Many other weight-transference and weight-bearing skills are important in a variety of physical activities. To encourage students to continue practising and refining these skills, students should be able to demonstrate and evaluate the importance of these skills in physical activity contexts that are meaningful to them.</p> <p>ABCD's of Physical Education</p> 
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PHYSICAL EDUCATION 10 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

**The following are selected examples
of Physical Education 10 specific outcomes.**



Activity

Specific Outcomes	Illustrative Examples
<p>A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>A10–13 adapt and improve activity-specific skills in a variety of individual pursuits; e.g., resistance training, aerobics</p>	<ul style="list-style-type: none"> Participate in archery and understand the importance of concentration, safety, stance, alignment, anchor and release. Using a checklist, peer coach a classmate to use proper technique for the varied skills being practised in a variety of activities; e.g., half nelson, shot-put, arm/leg curl.



Benefits Health

<p>B10–3 plan, assess and maintain personal fitness, using the principles of training: frequency, intensity, duration</p> <p>B10–4 acknowledge and analyze the media and peer influences on body image</p>	<ul style="list-style-type: none"> Enhance personal fitness by designing weight training activities that focus upon frequency, intensity and duration. Identify body types, using at least two different resources; e.g., web site, newspaper, magazine. Find examples of media influence on body image, and role play a positive and negative influence.
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Cooperation

<p>C10–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity</p> <p>C10–4 describe, apply, monitor and assess leadership and followership skills related to physical activity</p>	<ul style="list-style-type: none"> Read a fair play code of conduct poster, and sign or initial it to indicate a commitment to the principles of fair play. Identify positive role models involved in individual activities, such as track and field, wrestling or tae kwon do. List those characteristics that identify these athletes as leaders in their field. Incorporate these characteristics into personal behaviours and monitor ongoing effectiveness through peer observation checklists.
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Do it Daily...For Life!

<p>D10–2 develop a personal plan that is self-motivating and encourages ongoing participation</p> <p>D10–9 demonstrate decision-making skills that reflect choices for daily activity within the school and the community</p>	<ul style="list-style-type: none"> Assess personal fitness level, and design a training program to develop personal fitness goals. List recreational programs that meet personal fitness needs; e.g., private gym programs or community-based sport, and visit various sites, if possible, to experience an activity in a different location.
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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities
<p>Selected Specific Outcomes</p> <p>B10–4 acknowledge and analyze the media and peer influences on body image</p> <p>D10–2 develop a personal plan that is self-motivating and encourages ongoing participation</p> <p>Criteria</p> <ul style="list-style-type: none"> • contains required information • use of text is attractive and reader friendly • contains unique creative or insightful aspects • includes illustrations or graphics • contains plans/strategies to encourage participation • includes a personal fitness plan <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Select a context to create a brochure; e.g., wrestling or aqua-aerobics, and develop a personal fitness plan.</p> <p>Evaluation Strategies</p> <p>Rubric</p> <p>Excellent <input type="checkbox"/></p> <ul style="list-style-type: none"> • brochure is clearly titled • all body types are identified • graphics and illustrations are used to complement and enhance the brochure • all information is accurate • at least two different resources are displayed to complete the brochure; e.g., web site, newspaper, magazine • personal fitness plan encourages ongoing participation <p>Proficient <input type="checkbox"/></p> <ul style="list-style-type: none"> • brochure is titled • some of the body types are identified • graphics and/or illustrations are used • personal fitness plan promotes participation • most information is accurate • only one additional resource is represented to display information; e.g., web site, newspaper, magazine <p>Adequate <input type="checkbox"/></p> <ul style="list-style-type: none"> • brochure is titled, but ineffective • only one body type is identified • personal fitness plan is weak in promotion of participation • graphics or illustrations are included but do not enhance the brochure • some information is accurate • one or more additional resources are represented, but don't provide meaningful information <p>Limited <input type="checkbox"/></p> <ul style="list-style-type: none"> • brochure is not titled • little evidence of body types being identified • graphics and illustrations are absent or so poorly displayed they hinder the presentation • information is inaccurate • no additional resources are represented to display information; e.g., web site, newspaper, magazine • personal fitness plan is missing <p>Communication Strategies</p> <p>Class Discussion:</p> <ul style="list-style-type: none"> • Individual feedback is provided to each student. <p>Progress Report Comments:</p> <ul style="list-style-type: none"> • Student is able to develop a personal plan that is motivating and encourages ongoing participation. 	<p>By the end of Grade 10, students should be able to monitor their own fitness levels and identify ways to maintain or improve upon them. For example, being able to identify the difference between aerobic and anaerobic fitness is important in identifying correct training styles. If students wish to pursue cycling, for example, they should be aware of ways to maintain and/or enhance their aerobic fitness. If a student enjoys sprinting, methods to maintain and/or enhance anaerobic fitness should be identified. By being able to identify ways to successfully reach their goals; e.g., improve time, lose body fat, students will be more motivated to continue participation.</p>

