

Secondary Program, Physical Education and Health

Document 3 Guide

2011



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Introduction:

The Kativik School Board is happy to present you the new Physical Education and Health secondary program. Inspired by the MELS' program, this one is adapted and modified to better meet the Inuit culture and to be more adjusted to the reality of the environment.

The physical education and health program was developed with the intention of providing the teachers who work with Inuit youth with a framework. The goal of the program is to support those intervening in the planning of learning and to suggest concrete pedagogical practices that will help student pursue the development of their competencies. The program also aims to help students develop psychosocial skills and acquire the knowledge, strategies, attitudes and safe and ethical behaviours required to properly manage their health and well-being. Pedagogical initiatives must bring students to develop their motor skills in addition to bringing on element of health to their learning.

One of the challenges secondary schools face is finding ways to ensure that physical activity plays a greater role in students' daily lives. It is important to take in account students' interests by offering them a selection of physical activities that are likely to be practised in daily like, whether at school or elsewhere.

Developing a competency by mobilizing and by using efficacy a group of resources.

The program consists of three interrelated competencies:

- Performs movement skills in different activity settings
- Interacts with others, in different physical activity settings
- Adopts a healthy, active lifestyle

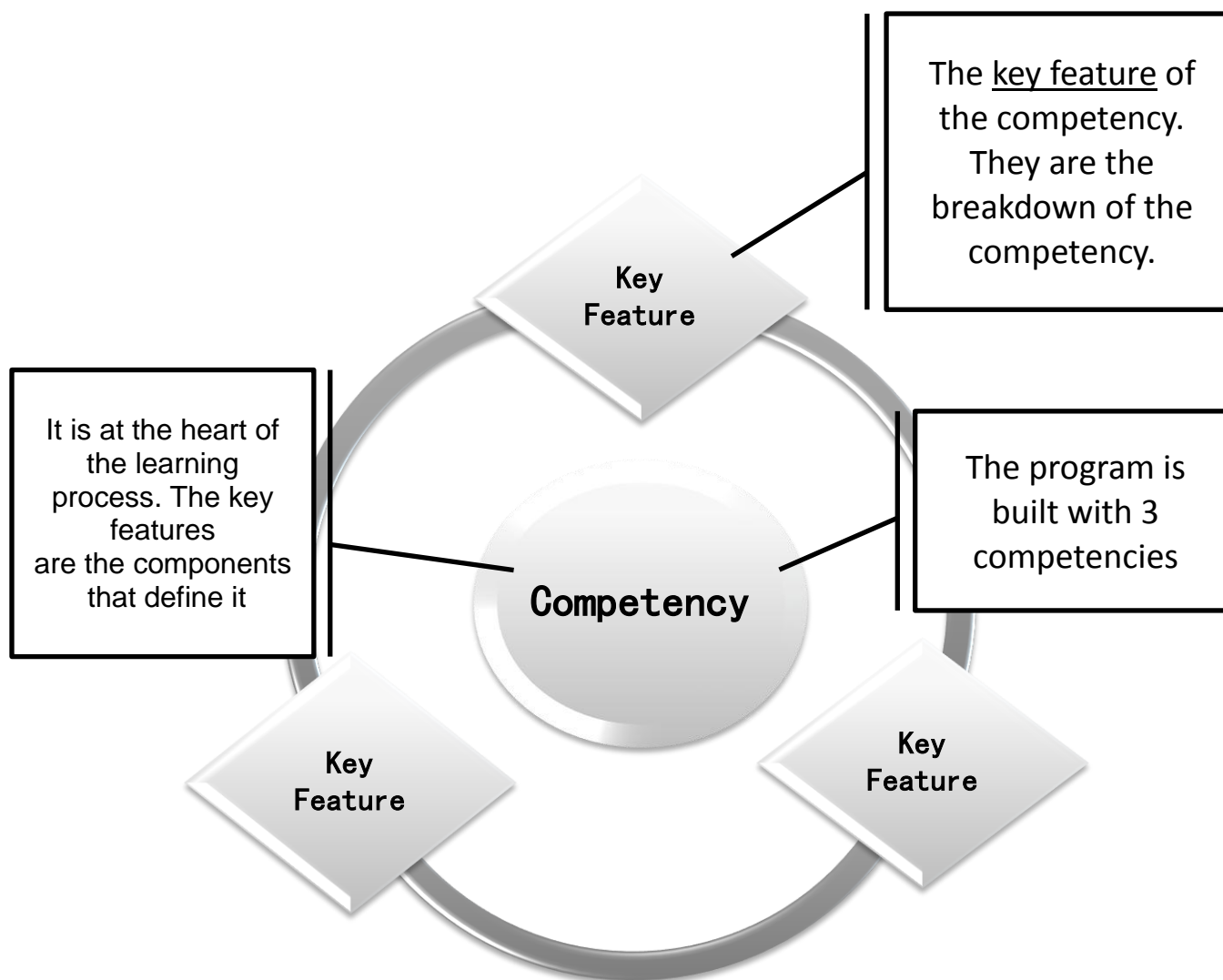
The purpose of this program is to help students gain a sense of self-responsibility for their fitness and health by allowing them to develop:

- ❖ a repertoire of movement skills;
- ❖ a repertoire of cognitive strategies;
- ❖ a knowledge base in the subject;
- ❖ behaviours consistent with safety and ethical rules;
- ❖ a critical sense that they need to manage their health wisely;
- ❖ a positive attitude in their relationships with others when participating in physical activities.

Students construct their own learnings by participating in a wide range of cooperative, individual expressive, collective, outdoor, fitness and similar activities.

Source: Quebec Education Program, Physical Education and Health

Example of a template showing the competency and the key features



Example: Competency (Means of action)

Competency

The
competency

Example of
means of
action

The task: here

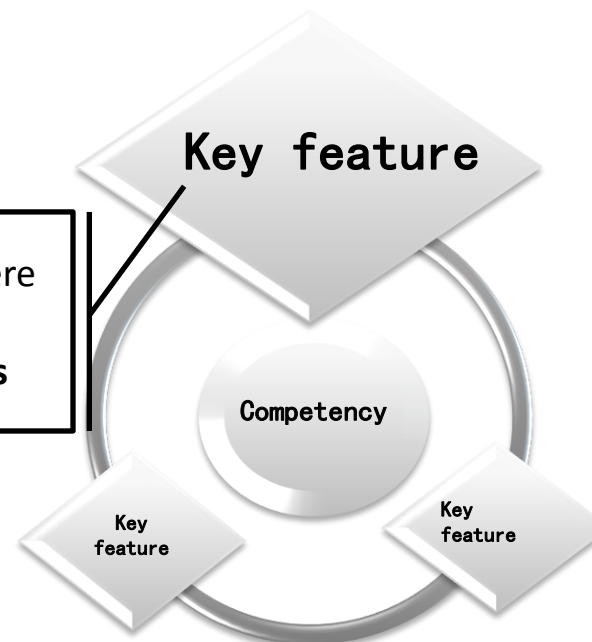
Educational
objective
example

The student analyses:

Observable
elements

Descriptors

The descriptors
are the
observable
components



Key feature

This is where
the key
feature is

Competency

Key
feature

Key
feature

Glossary

Competency: The capacity to carry out the activities or tasks by drawing a variety of resources including knowledge, skills, strategies techniques, attitudes and perceptions.

Concepts to be learned: These constitute the repertoire of resources indispensable for the development and exercise of the competency. This does not mean that students may not use other resources, but that they must master this knowledge in order to develop and exercise the competency.

Descriptors: They are the observable components found within the competency and classified according to the key feature.

Educational objective: The intention with which the teacher approaches a given sequence of courses. It is specific (3 balls) but general (juggling). Example: student has to juggle with 3 balls.

Key features: they are the breakdown of the competency to make it more concrete.

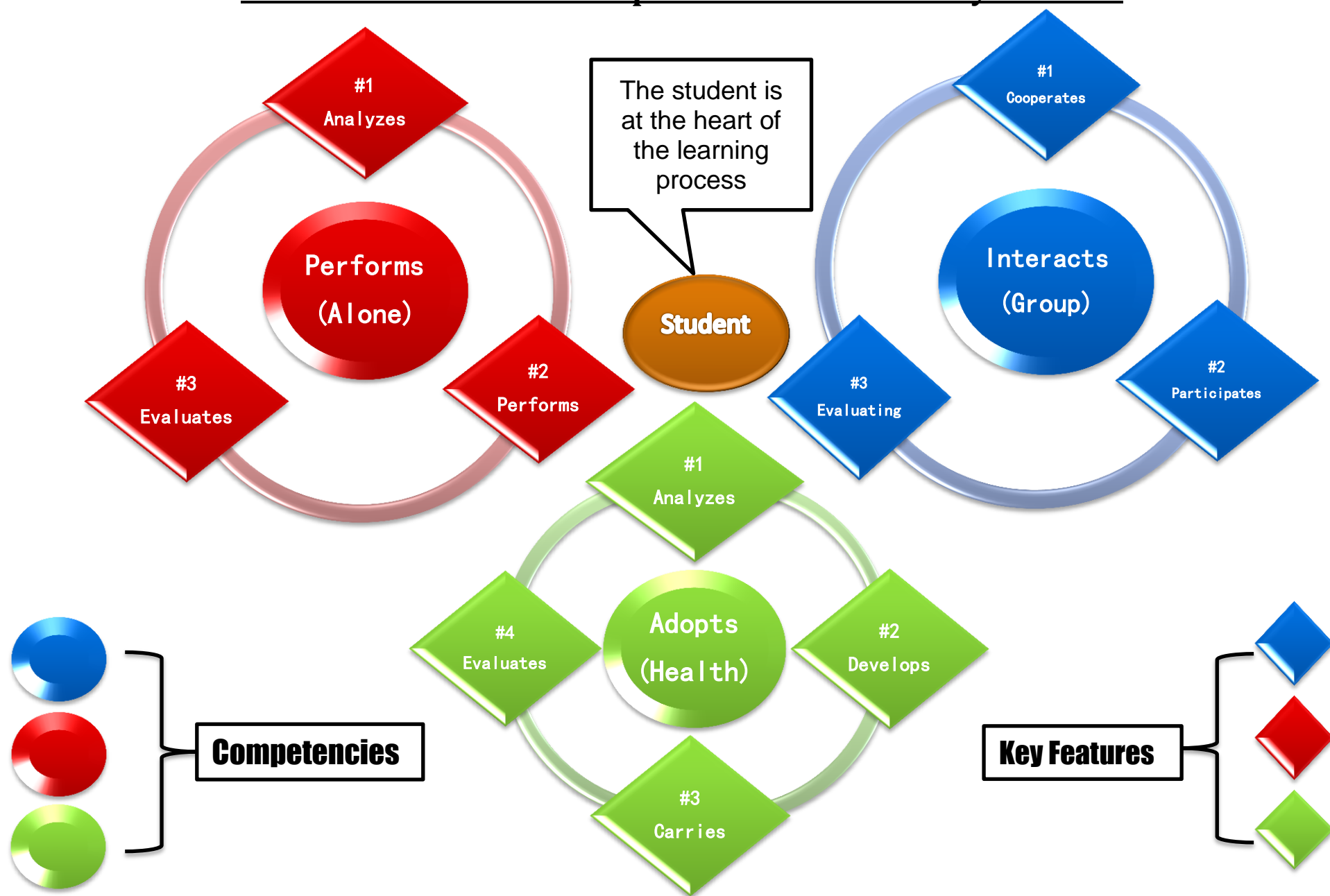
Learning and evaluation situations (LES): Situation created that include essential questions, learning activities, tasks and an opportunity for the students to showcase their competency development through a complex task.

Means of action: The sports or activities used in an LES. Example: action rules in group activities in common space, basketball

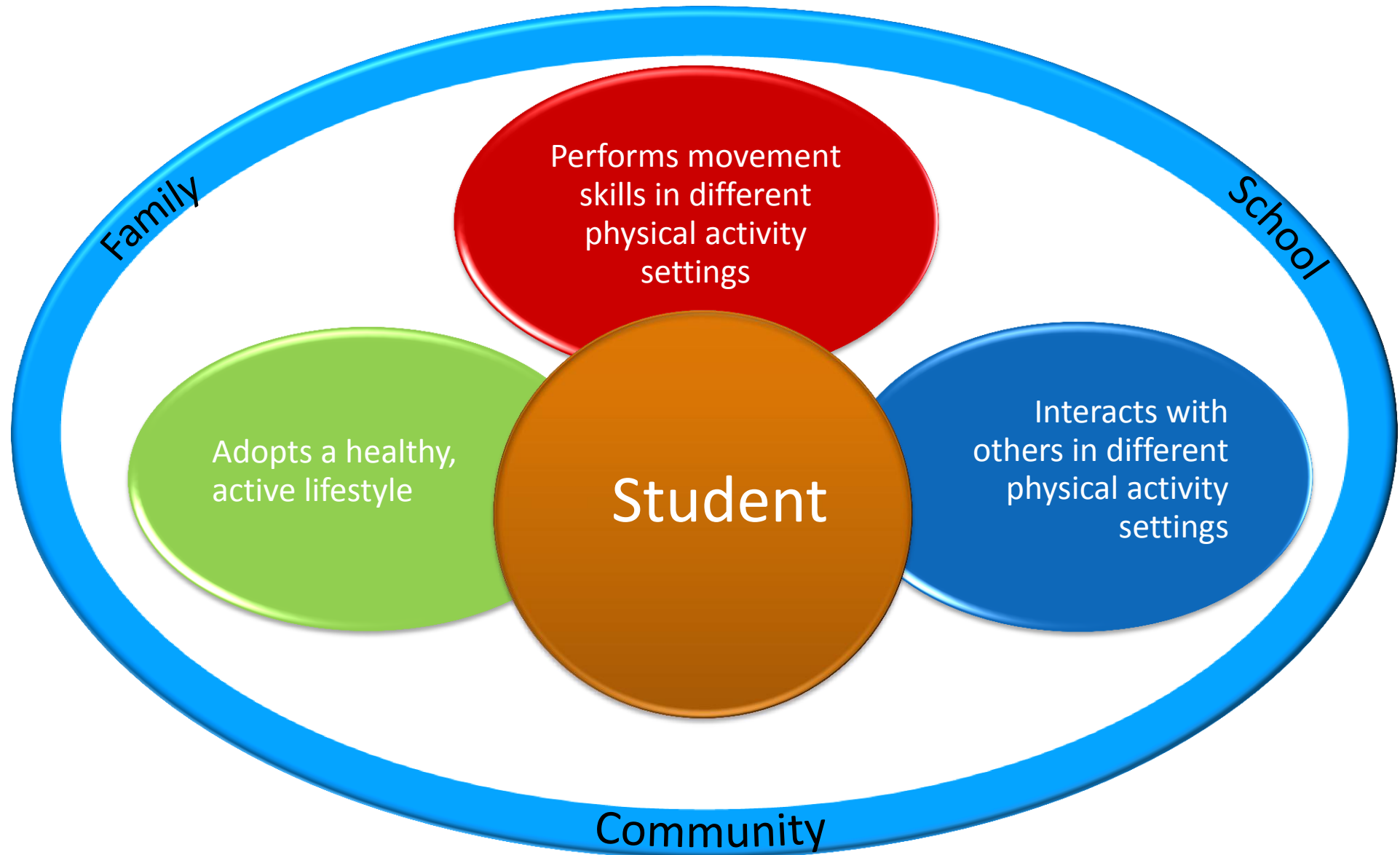
Observable elements: These are elements that the teacher can observe in a student in relation with the evaluation.

Source: Quebec Education Program, Physical Education and Health

Presentation of the 3 competencies and their key features



How the Physical Education and Health Competencies Work Together



Competency 1 Performs movement skills in different physical activity settings

Focus of the Competency

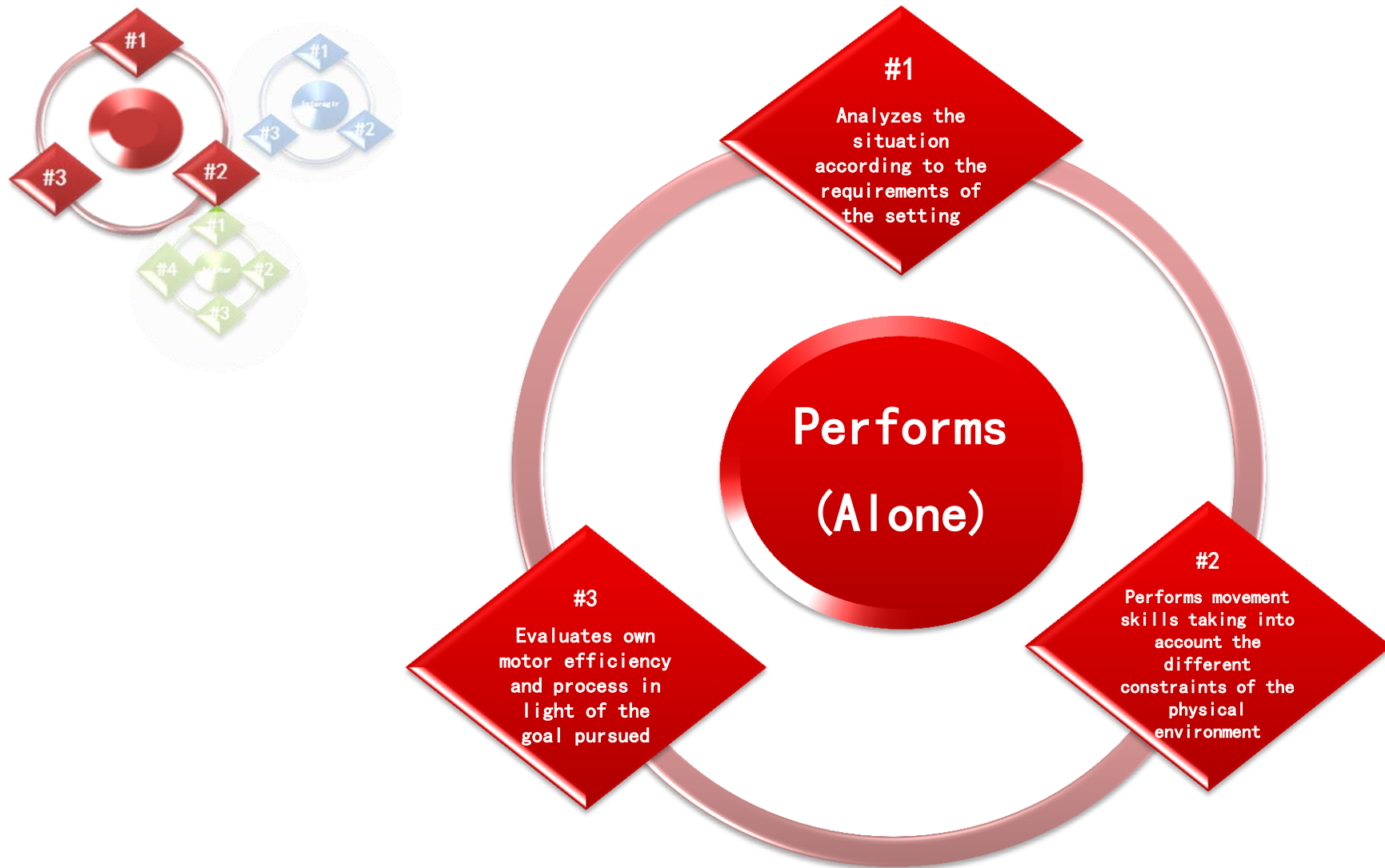
The performance of movement skills involves action, movement, coordination, balance, synchronisation, adjustment, control, sensation and self-expression. As the body undergoes many changes during adolescence, it is especially important to make students aware of these different aspects of performance and to encourage them to work on them more deliberately and systematically. During Secondary Cycle Two, teachers must continue to help students understand and apply the principals of balance, coordination and synchronization; combine movement skills; and adapt them more efficiently to different physical activity settings.

This competency is developed in learning situations related to various types of activities; cyclical activities (e.g. cross-country skiing, bicycling); single-action activities (e.g. jumping, throwing); skill activities (e.g. juggling, precision throwing); technical/artistic activities (e.g. rhythmic gymnastics, floor gymnastic). These learning activities must allow students to become more aware of their bodies and their physical environment, to move with confidence and to act safely in both physical activity settings and in everyday life. Different constraints relates to, for example, variation in objects, implements, obstacles, targets, the types of surface, the space available or the time allowed may be associated with these activities. A combination of these constraints determines the complexity of the learning and evaluation situations.

Developmental profile

By the end of elementary school, students have integrated the principles of balance and coordination, which enable them to have greater control over their movement sequences in different physical activity settings adapted to this level of instruction. Students understand what they are doing and are capable of evaluating their actions. They are also able to act safely when engaging in physical activities and in everyday life. Throughout Secondary Cycle One, students learn to better analyse the constraints and demands related to different physical activity settings. As they progress in their learning, they gain a better understanding of the principles involved in the performance of movement skills in different settings. They may, for example, create a sequence of movements that are synchronized to a rhythm within a determined space while using manipulative and gymnastic equipment. They broaden their repertoire of locomotor, nonlocomotor and manipulation skills. In cross-country skiing, for example, they may learn how to perform a stem turn after learning how to do the snowplow turn. They show better judgment in selecting information when choosing appropriate and safe movement skills. They learn to evaluate their process and the final results in an increasingly structured fashion and make connections between what they learn in the classroom and how it can be applied in other school, family or community settings. During Cycle Two, students are expected to show greater control over their movements. The flow of their movement sequences is smooth, and they adjust their direction and pace as required. They must work with more constraints, including a variety of objects, implements, obstacles, targets, playing surfaces, spaces and performance times. These constraints may be associated with familiar or new physical activities, either stable, predictable or constant (e.g. swimming, jumping and throwing in track and field), or predictable but changing (e.g. golfing, downhill or cross-country skiing). When students evaluate their own motor efficiency and their process, their assessment is more precise because their analysis must include the quality of their performance, their process and their results. Moreover, students will use the results of their evaluation to improve their performance. Of course, they must continue to follow safety rules at all times.

Competency 1 example *Performs* movement skills in different physical activity settings



Cycle One Example **Performs** Circus (Juggling)

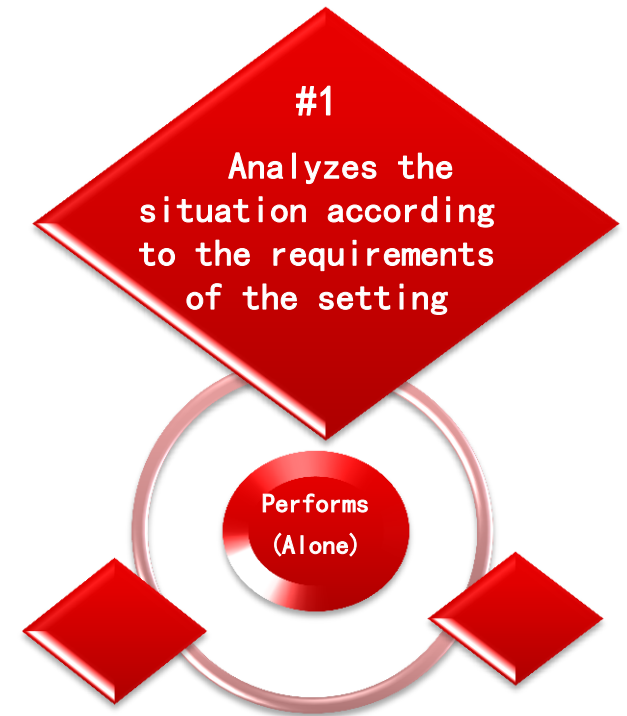
**The task:
Ask students
to juggle three consecutive
cycles**

The student analyzes:

- What's my challenge
- With what do I juggle?
- Can I use another object? Is it difficult?
- Can I use 4?
- Do I start with 1?

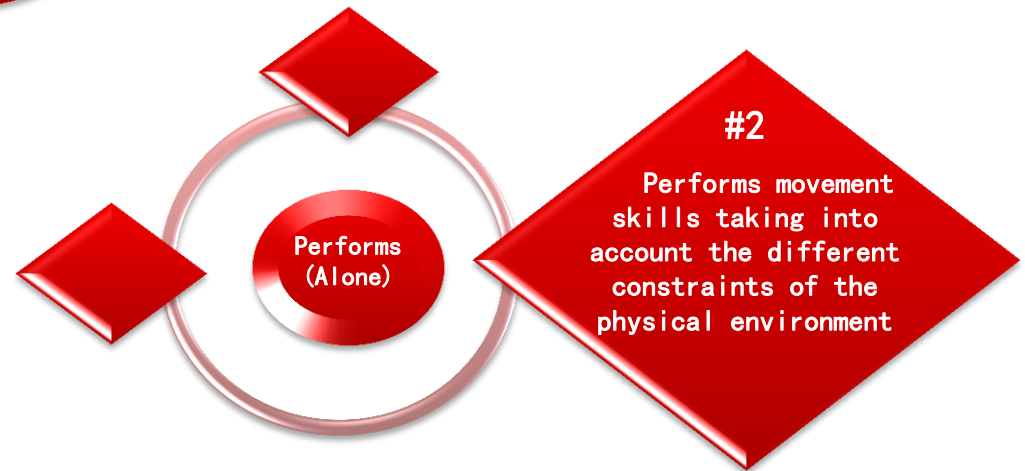
Descriptors

- Understand the task
- Know the available resources
- Make links with other tasks
- Find other options
- Chose a type of preparation



Cycle One Example **Performs** Circus (Juggling)

**The task:
Ask students
to juggle three consecutive
cycles**



The student performs

- I juggle
- I start with one ball or choose another number
- I am able I try with 3 balls
- I try to juggle longer

Descriptors

- Perform the task
- Level regarding my abilities
- Feel the movement
- Adjust my action according to the task
- Use the right materiel
- Vary my actions and sequences

Cycle One Example **Performs** Circus (Juggling)

The task:
Ask students
to juggle three consecutive
cycles

Students assess:

- Have I succeeded the task?
- Am I able to juggle for 3 cycles?
- Was my juggling fluid?
- Can I do it with another object?
- Can I transfer my achievements to another activity?

#3
Evaluates own
motor efficiency
and process in
light of the goal
pursued

**Performs
(Alone)**

Descriptors

- Considering the results
- Judge my performance
- Identify my learning
- Identify strengths, find new challenges
- Make any necessary improvements
- Use in other activities

Competency 2 Interacts with others in different physical activity settings

Focus of the Competency

Participating in physical activities with others requires a number of skills and resources, which go beyond the simple mastery of movements or strategies. Although such mastery is a basic condition for participation in any kind of physical activity with others, it does not cover the full scope of what is intended here. The competency *Interacts with others* encourages students to commit to a process whereby they develop various plans of action to adapt their movements to those of others, to synchronize their movements with those of others and to communicate with each other. Students learn teamwork for they must perform a joint task and demonstrate fair play, in both victory and defeat. Given that students will encounter similar situations in their daily lives, these should be used to good advantage to help students develop social skills and ethical judgement conducive to harmonious interpersonal relationships.

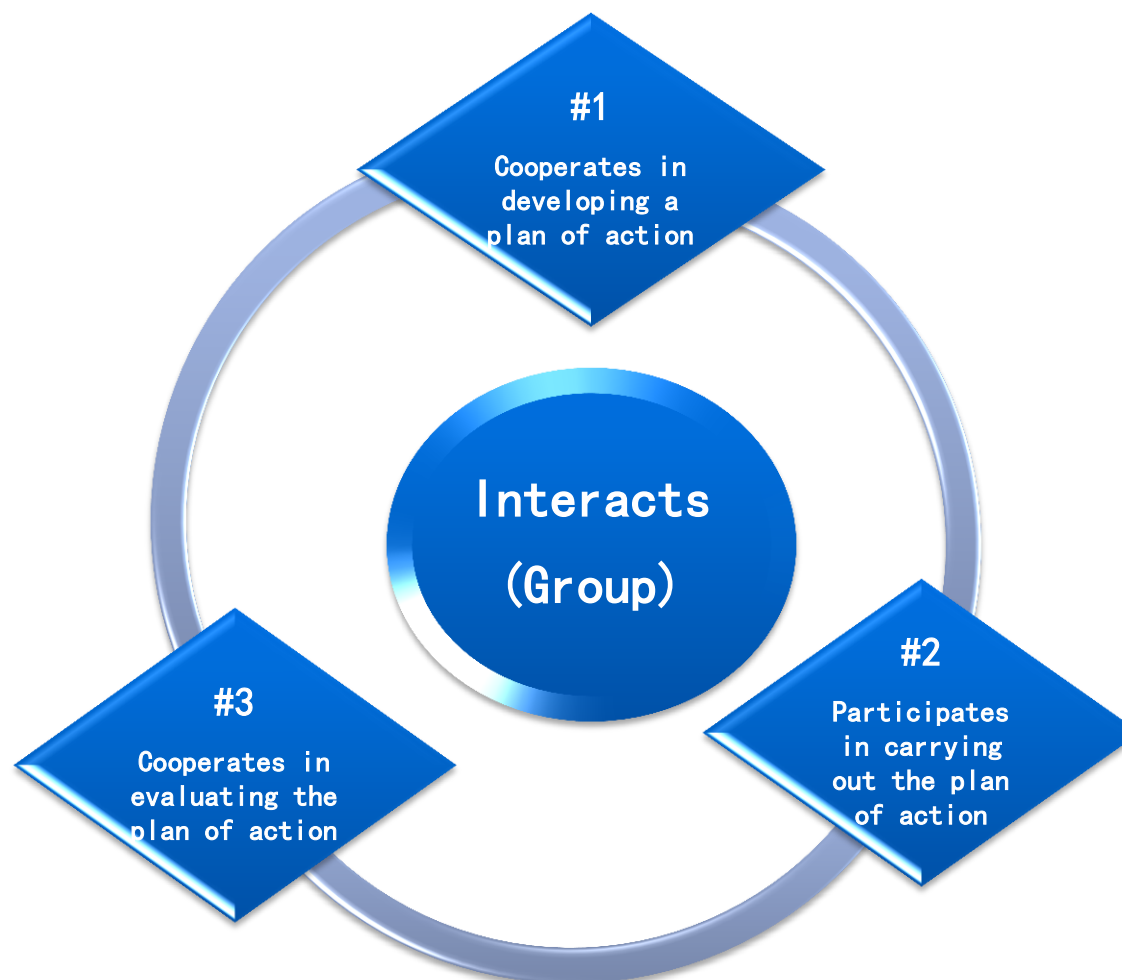
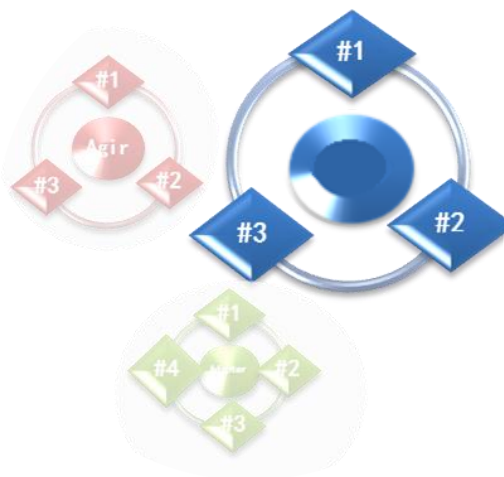
Developmental Profile

By the end of elementary school, students know how to prepare plans of action with their peers, taking into account their own strengths and weaknesses. They apply the plans of action and adapt them to the different physical activity settings. Their choice of strategies and modes of communication reflect their sense of cooperation and concern for facilitating with their peers. This plan is based on activities focused on cooperation, opposition or a combination of both. At the elementary level, the activities associated with this competency are modified and simplified. At the secondary level, they more closely resemble sports activities; group activities (e.g. basketball, soccer, intercrosse, ultimate Frisbee, flag football), duelling activities (e.g. badminton, tennis) and cooperative activities (e.g. acrobatics, rock climbing, canoeing in pairs). For activities associated with the competency *Performs movement skills in different physical activity settings*, the constraints related to the physical environment as well as those related to the social environment as well as those related to the social environment (number of partners, number of opponents and roles to be played) determine the degree of difficulty of the learning and evaluation situations. When students apply their plan of action, they observe a code of ethics. They further develop their ability to evaluate their process and their results in an increasingly organized fashion and make connections between what they learn in the classroom and how they can apply it in other school, sports or community settings. For the purposes of this competency, a plan of action is defined as a plan laid out according to the strategies developed from principles of action and known parameters. Its purpose is to achieve a goal that varies according to the focus of the activity. Principles of action are elements of a cooperative, offense or defense nature that guide students or teams actions, based on the specific characteristics of the activities. The known parameters are instructions, games rules, constraints, associated with the physical environment, participants ability and fitness level, and the roles to be played. There are individual tactics refer to a set of offensive technical moves used by a player to adapt to a situation involving opposition. Group tactics are the way in which a team has chosen to organize itself in order to ensure that the offensive or defensive move of its players will be coordinated, concerted and effective in countering the opposing team or achieving the goal pursued. Tactics and technical moves are not discussed in detail in the program content, as they will vary according to activity.

During Cycle Two, students are encouraged to develop greater mastery of their movements, and the range of types of activities is broader. Students more often practise activities involving unexpected circumstances (e.g. team sports, racket sports, combat sports). Because they are now better able to establish a plan of action with their partners, students are asked to deal with a greater number of constraints in their physical environment (e.g. number of partners or opponents, variation of roles, movement skills and fitness levels) or in their performance (e.g. instructions, number of action rules to be applied, time allotted, rhythm or direction of performance, distance to be covered).

Students exhibit ethical behaviour and apply safety rules. They are encouraged to further develop their ability to evaluate their process and results in an increasingly organized fashion. Their judgment of their own performance should include greater consideration for the quality of their process and results, execution of their strategy and adherence to applicable communication and synchronization principles according to their different roles. Lastly, students learn to establish stronger connections between learning acquired in the classroom and other school, sports or community in which it can be used.

Competency 2 example *Interacts* with other in different physical activity settings



Cycle One Example space (Basketball)

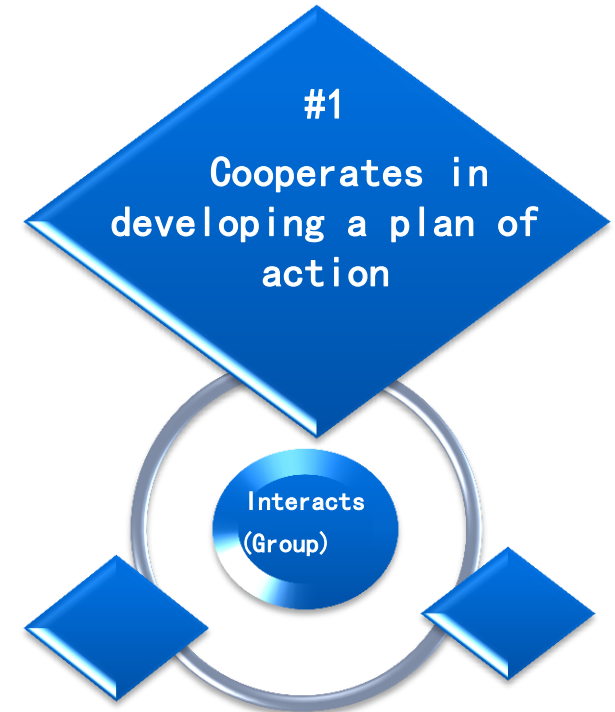
Interacts

Action rules in group activities in a common

The task:
Develop a defensive strategy in a game situation

The student cooperates in the plan:

- We write a team strategy
- I communicate with my teammates



Descriptors

- Accept the roles
- Consider the views of others
- Consider the purpose
- Identify operating rules
- Anticipate the consequences
- Identify alternative strategies
- Select a tactic

Cycle One Example space (Basketball)

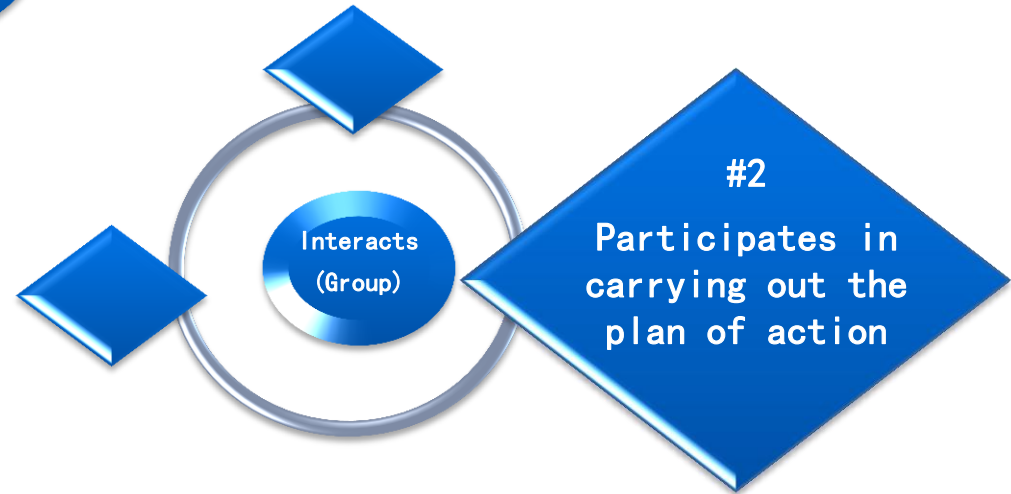
Interacts

Action rules in group activities in a common

The task:
Develop a defensive strategy in a game situation

Student performs:

- We try the strategy according to the plan
- Did the strategy work? Yes/No?



Descriptors

- Apply the strategy
- Apply a tactic
- Feel the movement
- Observe partners
- Adjust their actions
- Communicate
- Play different roles

Cycle One Example space (Basketball)

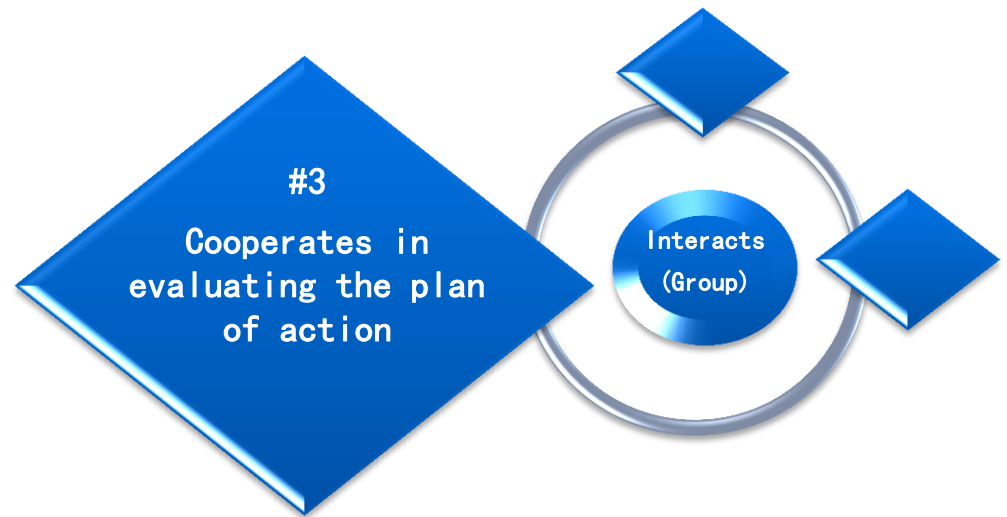
Interacts

Action rules in group activities in a common

The task:
Develop a defensive strategy in a game situation

Students assess:

- Did the strategy work? Yes/No?
- If yes, do we pursue?
- If not, what do we change in our strategy?
- In what other sports can we use this strategy?



Descriptors

- Questioning ourselves on the strategy
- Explain the causes of our successes
- Recognize the performance of our teammates
- Recognize the learning
- Identify improvements
- Reinvest in another activities

Competency 3 Adopts a healthy, active lifestyle

Focus of the competency

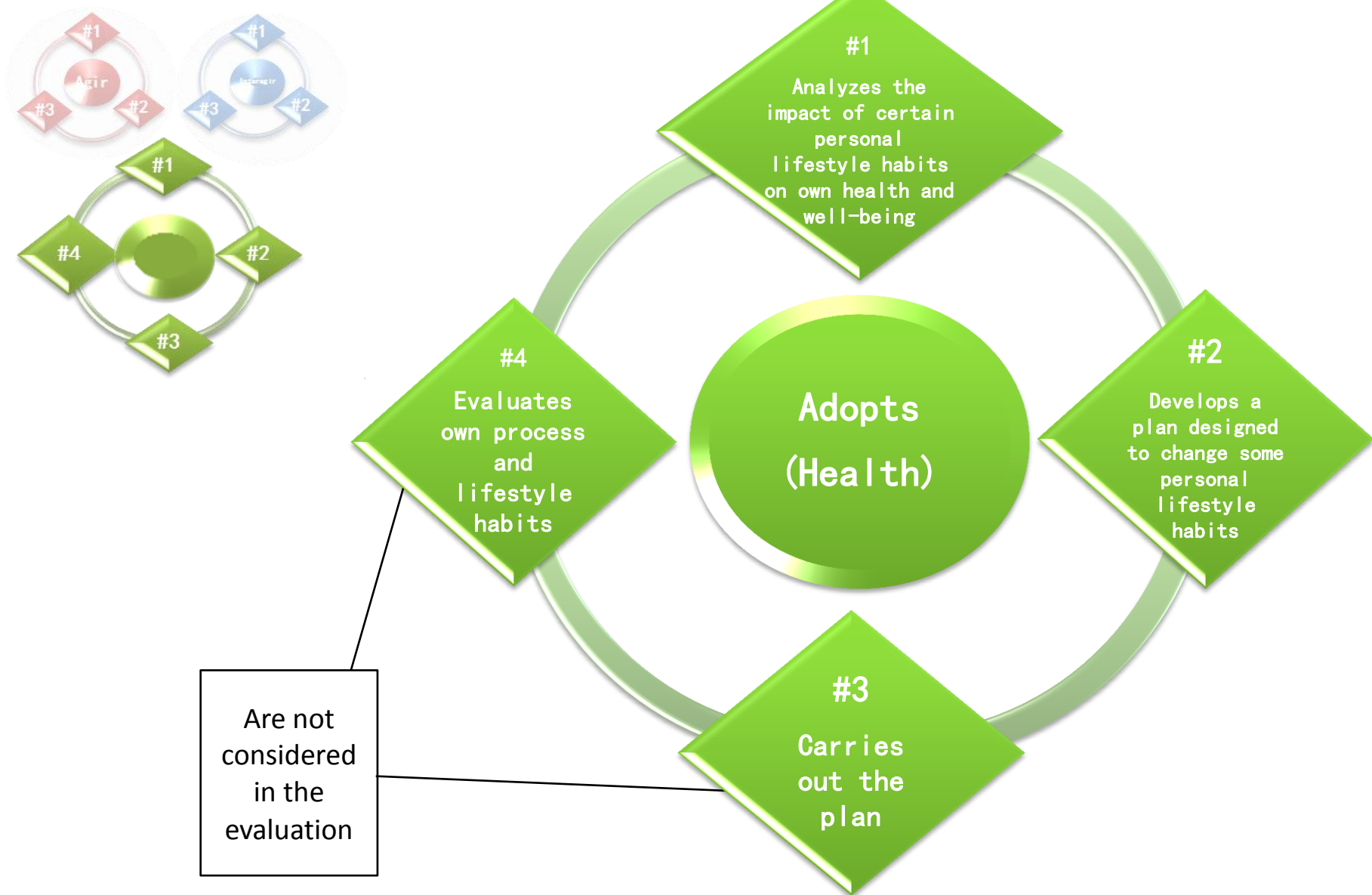
For secondary Cycle One students, adopting a healthy, active lifestyle means seeking a quality of life characterized by an overall well-being. It also means taking an interest in the many factors that influence health in the short, medium and long term. It means acquiring healthy habits, seizing opportunities to engage in new forms of stimulating physical activity, and adequately feeding the body and mind. In short, it means incorporating into their daily lives ways of striking a balance between their choice of physical activities and behaviours that are conducive to their health and well-being.

Developmental Profile

In elementary School, students learn to apply a process geared toward adopting or modifying lifestyle habits related to their health and well-being such as : personal hygiene, relaxation, safe behaviour, and so on. By the end of elementary school, students are able to make connections between lifestyle habits and their effects on health, such as, for example, the benefits of regular physical activity on mental relaxation. They learn to exercise critical judgment regarding information on various subjects related to health. Lastly, they acquired or consolidated some lifestyle habits that involve regular physical activity. Throughout Secondary One, students are encouraged to examine and document the impact of their lifestyle habits on their health and well-being. To do this, using critical judgment, they gather information from various sources: they ask for their parents', friends' and teachers' opinions, conduct surveys, surf the Internet or read print materials. This search for information encourages reflection and discussion, and challenges adolescents' perceptions about their lifestyle, particularly regarding the practice of physical activities, diet, substance abuse, sleep, stress and personal hygiene. Students assess their fitness level based on observable facts related to their own practices. They then develop and apply a plan to improve some of their lifestyle habits, which takes account of the services offered in the school and community. The plan is designed to sustain the students' determination to apply strategies for change. It focuses mainly on everyday practices that are meant to change unhealthy lifestyle habits. Moreover, it involves the practice of a variety of physical activities that relate to the competencies *Performs* and *Interacts* or that take place in a family or community setting. In the Physical Education and Health program, the practice of physical activity is compulsory element of the students' plan of action. To improve or maintain their fitness level, the students' plan of action must include at least three periods of physical activity a week. These activities, students must be sure not to injure themselves by practising safe behaviour. Students must then assess their overall process and their lifestyle habits, and find ways of applying their learning in other contexts.

Throughout Cycle Two, emphasis is on consolidating and building on the learning acquired in Cycle One. Students continue to reflect on and learn about the effects of certain behaviours of lifestyle habits on their health and well-being. Students continue to exercise critical judgment regarding information on various health-related subjects. Lastly, they adopt certain lifestyle habits that integrate regular physical activity.

Competency 3 example *Adopts a healthy, active lifestyle*



Cycle One Example

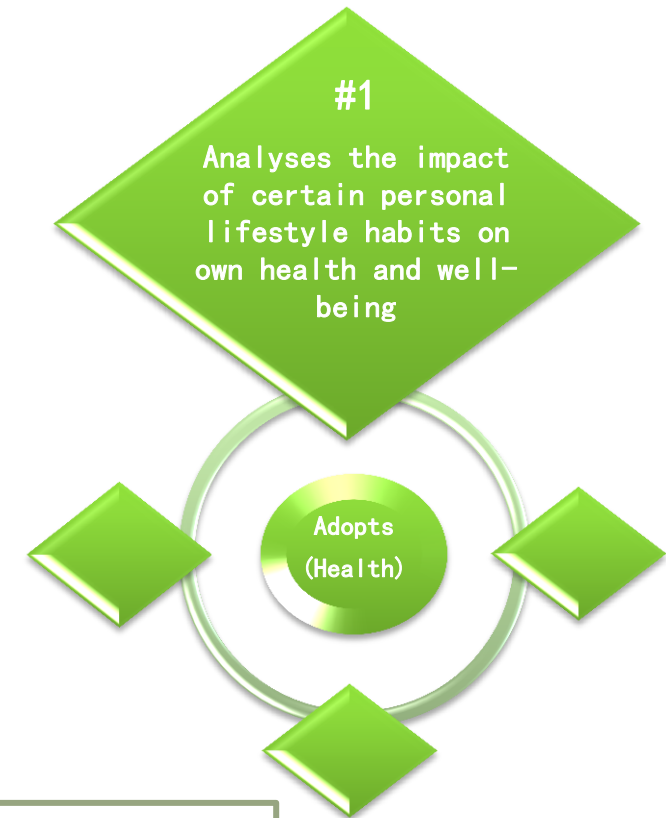
Adopts

Fitness activity (yoga)

The task: Reduce stress

Student analyses:

- Some of my habits are harmful?
- I checked the information I was given about stress.
- What are my sources of stress?
- Know how to distinguish good and bad stress.



Descriptors

- Be open about health
- Consult relevant resources
- Recognize positive and the negative habits

Cycle One Example **Adopts** Fitness activity (yoga)

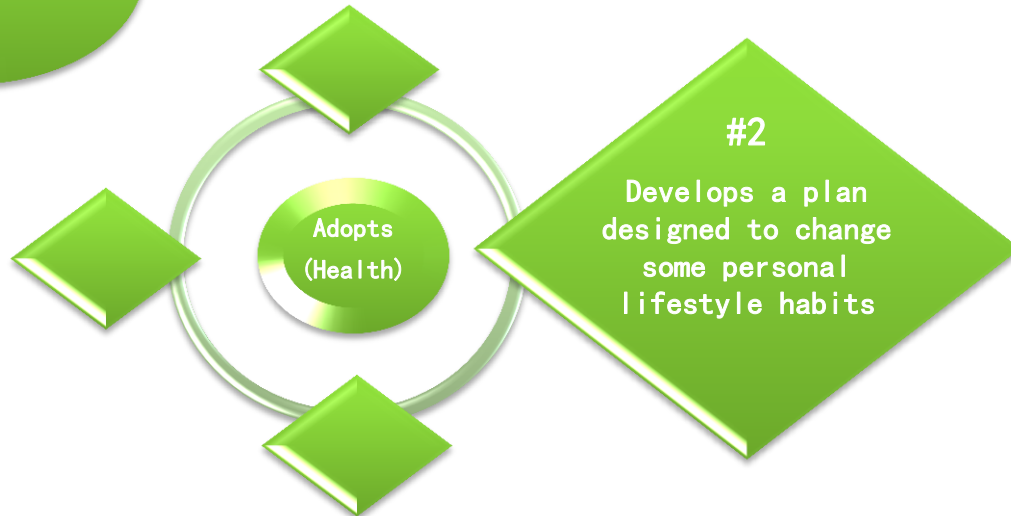
The task: Reduce stress

Student develops:

- I develop a plan for my activities
- I plan activities to help me reduce my stress
- I choose the timing and duration of my activities

Descriptors

- Recognize my tastes and my abilities
- Exploit my resources
- Set a realistic goal
- Develop the most promising strategy
- Use a planning tool
- Assess the requirements and consequences



Evaluation

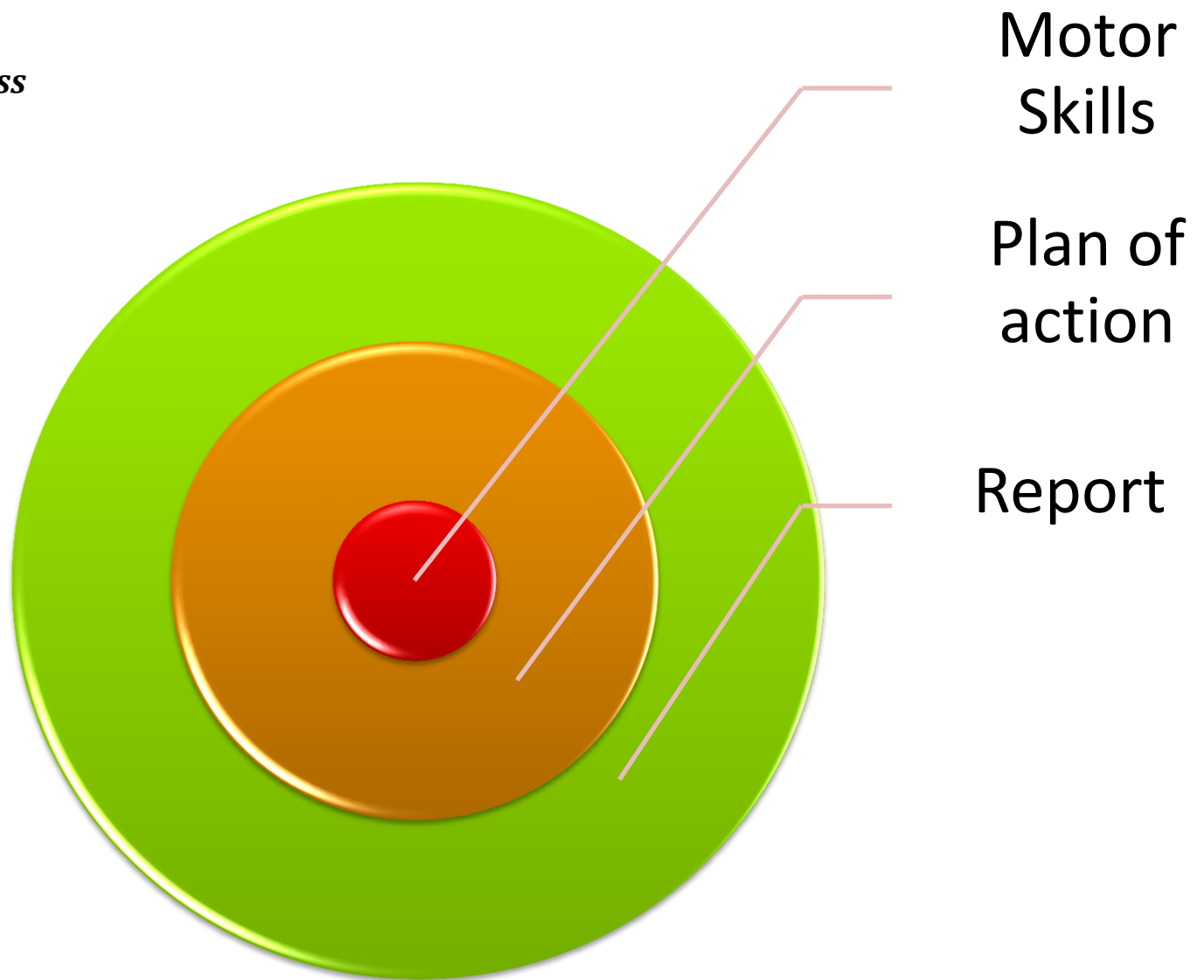
Evaluation includes 3 aspects; motor skills, plan of action and report. A progression of learning and evaluation are carried out for each aspect. Aspects are inclusive. Competency 1 and competency 2 must be evaluated with an equal percentage during the 3 terms while competency 3 will only be evaluated in term 3. Motor skills and plans of action are evaluated each term. The report consists of evaluating the whole competency. The report is only completed in term three and evaluation is based on collected data throughout the school year.

Cote for report card

Report Card	Motor Skills	Plan of action	Report
First term	C1 25% C2 25% = 50%	C1 25% C2 25% = 50%	0
Second term	C1 25% C2 25% = 50%	C1 25% C2 25% = 50%	0
Third term	C1 20% C2 20% = 40%	C1 20% C2 20% = 40%	C1 5% C2 5% C3 10% = 20%

End of year cote: **/100%**

Evaluation Process





Motor Skills

The evaluation of the motor skills is completed with the help of observation rubrics given to the teacher. Motor skills represent 50% of evaluation in the first and second term. In the third term, they represent 40%. Motor skills included all technical movements associated with the means of action used. Competencies 1 and 2 allow for the evaluation of motor skills.

Example:

First Competency (Performs): Circus (juggling)

Motor skills:

- Coordination with hands : succeed 3 cycles of juggling
- Handle different balls at the same time without dropping them.

Second Competency (Interacts): Action rules in group activities in common (basketball)

Motor skills:

- Lay-up
- Dribble
- Baseball pass



Plan of action

The evaluation of the plan of action is completed with the help of observation rubrics given to the teacher. Plans of action represent 50% of evaluation in the 1st and 2nd term. In the third term, they represent 40%. Plans of action include routines, strategies, etc. associated with the means of action used. Competencies 1 and 2 allow for the evaluation of plan of action.

Example:

First Competency (Performs): Circus (juggling)

Plan of action:

- Create a juggling routine with different forms of juggling
- Use other objects to juggle and create a show

Second Competency (Interacts): Action rules in group activities in common (basketball)

Plan of action:

- Create a team strategy
- Create a plan of attack
- Create an individual strategy

Report

The evaluation to complete the report is done with the use of an observation rubric given to the teacher. The teacher bases the evaluation on the data collected throughout the school year. The report represents 20% of the evaluation in the third term. The report must be completed for each of the competencies. The third competency is only evaluated in the report.

Example:

First Competency (Performs): Circus (juggling)

Report:

- Select a variety of actions
 - The student creates a coherent plan in circus
- Assess its approach and results
 - The student completes a reflection on his/her performance and process

Second Competency (Interacts): Action rules in group activities in common (basketball)

Report:

- Develops in cooperation plans of action
 - The student creates a coherent plan with his/her teammates
- Assess the approach, the plans and the results
 - The student completes a reflection on the plan with his/her teammates

Third Competency (Adopt): Fitness (yoga)

Report:

- Develops plans
 - The student creates a yoga plan
- Practice physical activity
 - The student performs movements and adequate yoga movements
- Asses the approach, the plans, the results and the achievement of its objectives
 - The student complete a reflection on his/her plan of process
- Adopts ethical behaviour
 - The student adopts ethical behaviour*

*The evaluation of the ethical behaviour must be based on the entire school year during physical education classes.



Concepts to be learned

The concepts to be learned category sets out the knowledge and concepts the students must learn. The skills category lists principals, movement skills and roles associated with certain strategies. It also includes elements specifically related to the development of healthy lifestyle habits. Tactics and techniques are not set out in the program content as they vary according to the activity.

Through a variety of learning situations, Physical Education and Health teachers will help students gradually acquire a repertoire of knowledge and skills they can use to develop the three competencies of the program. In order to be able to perform movement skills in different physical activity settings, students must acquire the knowledge and motor skills that will allow them to choose and adequately perform sequences and combinations of movement skills. Similarly, in order to be able to interact with others in different physical activity settings, students must develop a repertoire of knowledge, strategies, motor skills and attitudes that will enable them to develop and carry out plans of action with one or more partners. Lastly, in order to be able to adopt a healthy, active lifestyle, students must learn about healthful lifestyle habits, the effects of a sedentary lifestyle and concepts of human anatomy and physiology.