

Mayerthorpe High School

PE and Health Course Outline 2025-2026

Junior High



Mrs. Hansen

RATIONALE

Physical Education is concerned with the development of the whole individual. As well as contributing to the mental, social and emotional well-being of youth, a claim all subjects make, physical education has its unique contribution in developing physical fitness and motor skills in recreational activities which can carry over into adult life.

Every physical education program must motivate the student to engage in activities which develop physical fitness as well as those that are recreational in nature. The program must be challenging and also allow for personal achievement at the various levels of participation. Individual differences, needs and desires must be taken into account in order to provide enjoyment and self-satisfaction.

The 4 general outcomes for Physical Education

- A Students will acquire skills through a variety of developmentally appropriate movement activities.
- B Students will understand experience and appreciate the health benefits that result from physical activity.
- C Students will interact positively with others.
- D Students will assume personal responsibility to lead an active way of life.

UNIT SET-UP

Each unit will consist of the following:

- a. lecture or hand-out on the rules and regulations.
- b. skills and strategies (drills).
- c. modified games.
- d. practical exams.
- e. written exams.

Although the units of study are the same for grades 7, 8, and 9, the course will vary for each grade.

GRADE 7

The students will learn the basic rules and fundamental skills needed for each sport. Game play will also be introduced at this level.

GRADE 8

The students will start to refine their individual skills. More complex skills will be introduced. There will be an increased amount of game time and game strategies will be introduced at this level.

GRADE 9

The students will still work on refining their skills but more time will be spent on game strategies. Individual skills will become more complex at this level.

DRESS

1. Proper Footwear: Safety is of primary concern and a dirty floor is slippery, thus dangerous. It is required that students have both an indoor and outdoor pair of runners. If this can be adhered to, the gymnasium will be both safe and clean. Black soled runners are not to be worn. Students will sit out all P.E. classes until the proper footwear is worn.

2. Proper Attire: Students are expected to arrive in class on time and in proper gym attire; 5 minutes will be given at the completion of class for changing purposes. Students must change into a T-shirt/sweat shirt; gym shorts/sweat pants, white athletic socks, and proper white soled running shoes.

Attire - All grade 7, 8, 9 students are required to have a t-shirt, shorts, and running shoes for every P.E. class. Students who think they may get cold during outdoor activities should obtain a track suit or sweat shirt and sweat pants. Jewelry and other items deemed unsafe by the teacher are not to be worn during P.E. All PE attire should have the students name printed clearly on it, as this will help eliminate lost PE attire.

DO NOT FORGET YOUR PE CLOTHES!!

Failure to bring PE clothes to class will result in the following consequences. *** **Assigned Written Work Packages!** Packages must be completed before being able to participate in PE class. This is to insure all students will participate on a regular basis.

Students who are unable to participate in PE for one or more periods due to illness or injury must bring a medical note or contact the school excusing them. The note or phone call must include the date the student is to be excused from class, the reason, and the expected length of non-activity. To make up for classes missed while medically excused, students will complete an alternate research physical education assignment.

Students are expected to arrive in class on time and in proper gym attire; 5 minutes will be given at the start and at the completion of class for changing purposes. Cut-offs, rugby pants, and dark or marking soled running shoes are not acceptable gym attire.

D. EXPECTED BEHAVIOR

1. Students will be allowed 5 min. to change and to be in the gym for class.
2. Students are not allowed to use equipment without the instructor's permission.
3. All activities must be supervised and all participants changed.
4. Change into proper gym attire for every class.
5. **No gum, food or drinks are allowed in the gym at anytime.**
6. **Students are expected to participate on a regular basis.**
7. A letter or a phone call home will be made for any serious infractions which may occur in class. Parents or guardians will be contacted if a student constantly sits out of class or does not bring gym clothing on a regular basis.
8. All units will have a written test. If a written test is missed it is the student's responsibility to make arrangements with the teacher to write the exam the first few days back to school.
9. Inform the instructor of any injury or medical problem.
10. Students are responsible for any materials missed due to absence.
11. Showers are available, if students wish to have a shower they are to let the teacher know at the beginning of the class.
12. Students are expected to participate at an appropriate activity level at all times. Your leadership and willingness to co-operate will be the main focus of your social skills mark.
13. If a student feels ill or otherwise and cannot participate, then it is up to him/her to make up any practical exam, written exam or fitness test within the next few days of school on their own time, not during class time.
14. Valuables: Students are to leave all valuables in their school lockers, not in the change rooms. Jewelry, money, and other valuables will not be looked after by the P.E. teacher, nor will they be locked in the P.E. office. The school is not responsible for replacing lost or stolen student property.
15. Change rooms: Students are NOT to leave their P.E. clothes and other attire in the change rooms. Students must take their clothes with them to and from the change rooms. There will be no lockers assigned to a student. The lockers the school has in the change

rooms are to be used while participating in P.E. However, when they leave for their next class, they must remove all contents from the locker, so the next student may use the locker!!!

16. Appeal procedure – if a student does not feel that the mark they received on a major written assignment is fair, then a different PE teacher will assess the assignment.

EVALUATION

The student's course mark will be evaluated as follows:

Fitness Tests	20%
<ul style="list-style-type: none">- Demonstrate and monitor ways to achieve a personal functional level of physical fitness.- Monitor and analyze and assess fitness changes as a result of physical activity.- Growth and improvement in fitness levels addressed.	
Social Skills (Attitude and Participation)	50%
<ul style="list-style-type: none">- Demonstrate etiquette and fair play- Describe, apply and practice leadership and followership skills related to physical activity.- Identify and demonstrate positive behaviors that show respect for self and others.- Participate regularly in and identify and describe the benefits of an active lifestyle.	
Skills Tests	10%
<ul style="list-style-type: none">- Select, combine and perform specific locomotor skills in a variety of activities to improve personal performance- Demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity.- Select, combine and perform activity-specific basic skills in a variety of games.	
Unit Exams and Assignments	20%
<ul style="list-style-type: none">- Explain fitness components and principals of training.- Be able to identify and evaluate specific strategies And tactics that coordinate to achieve a common goal.- Monitor and analyze a personal nutrition plan that affects physical performance.	

If a student misses an assignment or a deadline for an assignment they will have to the end of that reporting period to complete the missing assignment.

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card. **Assessment of Learning (Summative Assessment)** the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

GRADE DETERMINATION:

Term grade determination: Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Final grade determination: Grade will be based on the accumulation of term grade evidence and a final examination (Diploma Exam) administered at the end of the course (this exam will be based on an evaluation of all units of the course). This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Health:

The aim of the Health and Life Skills Kindergarten to Grade 9 Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviors that contribute to the wellbeing of self and others. In Health students will cover 3 main curricular objectives:

Grade 7: Wellness Choices Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Grade 8: Relationship Choices Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Grade 9: Life Learning Choices Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Health weeks will take place during regular PE times:

Week of Oct 27-Oct 31

Week of Dec 8- Dec 12

Week of Jan 26- Jan 29

Week of March 23 – March 27

Week of May 19- May 22

PHYSICAL EDUCATION YEARLY PLAN TENTATIVE SCHEDULE

	ACTIVITY	LESSONS
Sept 2/3	COURSE OUTLINE	
	1	
	EXPECTATIONS	
	FITNESS TEST	
	VOLLEYBALL	25
	TEAM HANDBALL	10
	SOCIAL DANCE	15
	GAMES/PICKLEBALL	5
	BASKETBALL	20
	TBA - Sr. High Exams	3
	SEMESTER BREAK	
	BADMINTON	20
	FITNESS/WEIGHTS	25
	FLAG FOOTBALL/ULTIMATE	10
	TRACK AND FIELD	10
	SLO –PITCH/SOCCER	

SOCIAL SKILLS MARKING ASSESSMENT PHYSICAL EDUCATION

40% - Effort, cooperation, positive attitude & class participation.

5 - Displays leadership, encourages peers, full participation.

- 4 - Full effort and cooperation.**
- 3 - Minimum effort of activity is demonstrated.**
- 2 - Lack of effort & motivation.**
- 1 - Off task behavior and participation**