

Physical Education



Grade 10

Standard 1: A physically educated student will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Basic Skills

1.1 Apply and refine locomotor skills and concepts – effort, space and relationships - to perform and create a variety of activities to improve personal performance

1.2 Apply and refine nonlocomotor skills and concepts – effort, space and relationships - to perform and create a variety of activities to improve personal performance

1.3 Apply and refine manipulative skills and concepts - effort, space and relationships – to perform and create a variety of activities to improve performance

Application of Basic Skills

1.4 Adapt and improve activity specific skills in a variety of environments and using various equipment; e.g., camping, canoeing, survival skills

1.5 Choreograph and perform dances for self and others; e.g., jazz, square, social and novelty, alone and with others

1.6 Apply the principles of dance to improve performance

1.7 Adapt and improve activity specific skills in a variety of games

1.8 Select, plan and create games that incorporate simple and more challenging strategies and tactics

1.9 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 gymnastics

1.10 Adapt and improve activity specific skills in a variety of individual activities; e.g., resistance training, aerobics

Standard 2: A physically educated student will understand, experience and appreciate the health benefits that result from physical activity.

Functional Fitness

2.1 Design, analyze and modify nutritional programs that will positively affect performance in physical activity

2.2 Demonstrate, monitor and analyze and reflect upon ways to achieve a personal functional level of fitness

2.3 Plan, assess and maintain a personal fitness using the principles of training (frequency, intensity, type, time)

Body Image

2.4 Acknowledge and analyze the media and peer influences on body image

2.5 Discuss the effects of performance enhancing substances on body types and body image as a part of physical activity

Well-being

2.6 Clarify the positive benefits that occur as a result of participation in physical activity

2.7 Understand the consequences and risks associated with an inactive lifestyle; e.g., benefits of a healthy heart versus the need for emergency cardiac care - CPR

2.8 Select and perform appropriate physical activities for personal stress management and relaxation

Standard 3: A physically educated student will interact positively with others.

Communication

3.1 Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

3.2 Discuss issues related to positive athletic active living role models

Fair Play

3.3 Demonstrate etiquette and fair play

Leadership

3.4 Describe, apply, monitor and assess leadership and followership skills related to physical activity

Teamwork

3.5 Develop practices that contribute to team work

3.6 Identify and demonstrate positive behaviors that show respect for self and others

Standard 4: A physically educated student will assume responsibility to lead an active way of life.

Effort

4.1 Demonstrate a commitment to an active lifestyle through participation in and out of class

4.2 Develop a personal plan that is self motivating and encourages ongoing participation

Safety

4.3 Select and apply rules, routines and procedures for safety in a variety of activities

4.4 Analyze, design and perform warm-up and cool-down activities

4.5 Define and understand first aid principles and survival skills, including 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

4.6 Analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life

Active Living in the Community

4.7 Investigate participation in community activity programs for all ages and the influences that affect participation

4.8 Demonstrate decision making skills that reflect choices for daily activity within the school and the community