

Mike Roselli

PE 9 Year Plan

Curricular Connections			
U n d e r s t a n d	Big Ideas	Themes/ Focus Areas	Essential Questions
	<p>Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.</p> <p>Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.</p> <p>Healthy choices influence our physical, emotional, and mental well-being.</p> <p>Healthy relationships can help us lead rewarding and fulfilling lives.</p> <p>Advocating for the health and well-being of others connects us to our community.</p> <p>First Peoples Principles of Learning (FPPL) Connections:</p> <p>1. Daily physical activity helps develop movement skills and physical literacy. FPPL: Learning is experiential and reflexive; supports well-being of self, family, and community. - Physical activities are embodied learning experiences, aligning with the principle that learning involves action and experience. Participation in physical activities fosters self-improvement, family engagement, and contributes to community health.</p> <p>2. Learning about ourselves and others helps build healthy relationships. FPPL: Learning involves connectedness and relational focus. - Building positive relationships requires connectedness with others, consistent with FPPL's focus on relationships and interconnected learning through experiences with others.</p> <p>3. Knowing about our bodies and making healthy choices helps us take care of ourselves. FPPL: Learning requires exploration of one's identity. - Promoting knowledge about the body aligns with exploring one's identity and encourages responsible decision-making that contributes to physical, emotional, and mental well-being.</p> <p>4. Good health includes physical, mental, and emotional well-being. FPPL: Learning is holistic, involving mind, body, and spirit. - The holistic understanding of health reflects the First Peoples' emphasis on balanced well-being, recognizing the connection between mental, emotional, and physical aspects.</p>	<p>Physical literacy</p> <p>Health & Active Living</p> <p>Social & Community</p> <p>Mental well-being</p>	<p>What driving questions will frame the learning?</p> <ul style="list-style-type: none"> • Physical literacy: <ul style="list-style-type: none"> - What strategies can you use to gain some type of advantage in a game situation? - Examples of methods of monitoring and adjusting physical exertion levels: <ul style="list-style-type: none"> ○ Heart rate monitors ○ rate of perceived exertion scales to self-assess exertion levels and make appropriate adjustments related to the activity - Examples of types of physical activity: <ul style="list-style-type: none"> ○ indoor or outdoor activities ○ individual activities or activities with others ○ competitive or noncompetitive activities • Healthy and active living: <ul style="list-style-type: none"> - Which health components of fitness are influenced by the different types of physical activities you participate in? - How might health messages attempt to influence people's behaviours? - How did the strategies you used to pursue your healthy-living goals influence the results? • Social and community health: <ul style="list-style-type: none"> - How can you avoid an unsafe or potentially explosive situation on the Internet, at school, and in the community? - What can you do if you are being bullied and/or see someone else being bullied? • Mental well-being: <ul style="list-style-type: none"> - What resources exist in your school and/or community to help students or others with problems related to mental well-being and/or substance use? - How do the various changes you may be experiencing during adolescence influence your relationships with others?
Curricular Competencies			
Which process skills will students be applying in order to learn the content?			

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O**Physical literacy**

- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

FPPL Connections

- Develop fundamental movement skills in various activities and environments.
FPPL: Learning is experiential and involves connectedness to place.
- Engaging in physical activities in nature fosters a sense of place and connectedness, contributing to physical literacy.
- Demonstrate safety, fair play, and leadership.
FPPL: Learning involves recognizing consequences of one's actions.
- Leadership and fair play align with recognizing the impact of personal actions on others.

Healthy and active living

- Participate daily in physical activity designed to enhance and maintain health components of fitness
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness
- Propose healthy choices that support lifelong health and well-being
- Identify factors that influence health messages from a variety of sources, and analyse their influence on behaviour
- Identify and apply strategies to pursue personal healthy-living goals

FPPL Connections

- Participate in physical activity daily.
FPPL: Learning supports well-being of self and community.
- Active participation in physical routines enhances the health of individuals and strengthens community relationships through shared activities.
- Identify opportunities to make healthy choices.
FPPL: Learning involves reflection and personal responsibility.
- Making health-conscious decisions encourages students to reflect on their well-being and take responsibility for their lifestyle choices.

Social and community health

- Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitative situations
- Analyse strategies for responding to discrimination, stereotyping, and bullying
- Propose strategies for developing and maintaining healthy relationships
- Create strategies for promoting the health and well-being of the school and community

FPPL Connections

- Develop respectful behaviours in activities with others.
FPPL: Learning is relational and promotes caring behaviours.
- Developing respect for others in physical activities reflects relational learning by fostering empathy and positive interactions.
- Identify ways to prevent unsafe situations.
FPPL: Learning involves recognizing generational roles and responsibilities.
- Teaching safety and consent reflects a responsibility to care for oneself and others within the community.

Mental well-being

- Analyse strategies for promoting mental well-being, for self and others
- Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others
- Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence
Explore and describe factors that shape personal identities, including social and cultural factors

	<p>FPPL Connections</p> <ul style="list-style-type: none"> - Identify practices that promote mental well-being. FPPL: Learning is holistic and takes time and patience. - Practices such as mindfulness and physical exercise align with the need for holistic well-being and the importance of developing mental resilience over time.
<p>K n o w</p>	<p>Content</p> <p>What knowledge will students learn and be assessed on?</p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity • effects of different types of physical activity on the body • healthy sexual decision making • potential short- and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • consequences of bullying, stereotyping, and discrimination • physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours • signs and symptoms of stress, anxiety, and depression influences of physical, emotional, and social changes on identities and relationship <p>FPPL Connections</p> <p>Movement Skills and Activities:</p> <ul style="list-style-type: none"> - Engage in individual and dual activities, rhythmic activities, and traditional Aboriginal games. FPPL: Learning involves memory, history, and story. - Traditional Indigenous games connect students to the cultural history of the First Peoples, fostering an understanding of storytelling through physical activity. <p>Health and Nutrition:</p> <ul style="list-style-type: none"> - Explore food and hydration choices related to health. FPPL: Learning is embedded in the land, recognizing Indigenous knowledge. - Learning about local and traditional foods reflects Indigenous knowledge, highlighting connections between food, health, and the environment. <p>Social and Emotional Health:</p> <ul style="list-style-type: none"> - Develop strategies to manage emotions and relationships. FPPL: Learning supports relational well-being. - Encouraging emotional intelligence and healthy relationships fosters individual and community well-being, central to Indigenous perspectives on collective health. <p>Safety and Consent:</p> <ul style="list-style-type: none"> - Identify appropriate and inappropriate ways of being touched and strategies to stay safe. FPPL: Learning involves recognizing sacred knowledge shared with permission. - Teaching consent aligns with the principle that certain knowledge (including personal boundaries) must be respected and shared responsibly.

Assessment

F O R L e a r n i n g	Formative How will the information be gathered about what students already know (i.e., pre-assessment/accessing prior knowledge)? What strategies will be used to evaluate student learning and adjust teaching? Where will students have the opportunity to share their understanding in order to receive feedback, revise and improve? Teacher observation Google Checklist (Ask, Clas, PE) Monthly Google Classroom checks Think / Pair / Share Peer Evaluations
A S L e a r n i n g	Reflective What opportunities will there be for students to reflect on their thinking and feelings as part of their learning? Self-Evaluations Journal? BEEP test results
O F L e a r n i n g	Summative How will students demonstrate their understanding of the curricular connections listed above (e.g., performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students? Google Rubric marks BEEP Test results Group Projects (Leadership teams running games/skills/units) Service Hours Game play Fitness Marks

Unit At a Glance

Planning Essentials:

- Extensions and adaptations
- Aligns with assessment
- Timelines

Learning Opportunities:

- Cross-curricular connections
- Aboriginal perspectives
- Inquiry
- Technology
- Place-based, community learning
- Sustainability and environmental awareness
- Visual literacy

Unit 1 (8-10 lessons): Volleyball

Lessons 1-5

Daily warm up that requires physical exertion
 Understanding basic offensive and defensive concepts
 Passing, setting, serving, hitting skills
 Defensive rotations
 A variety of skills and drills to ensure success and team play
 Slow transition into games like 3 vs 3, 4 vs 4

Lessons 5-10

Continue to build on basic passing, setting skills
 Move forward to 6 vs 6 play
 Tournaments, small games

Physical Literacy

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 Apply methods of monitoring and adjusting exertion levels in physical activity
 Develop and demonstrate safety, fair play, and leadership in physical activities.
 Identify and describe preferred types of physical activity.

Social and Community

Propose strategies for avoiding and / or responding to potentially unsafe, abusive, or exploitive situations
 Propose strategies for developing and maintaining healthy relationships

Mental Well Being

Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence

Unit 2 (8-10 lessons): Soccer

Lessons 1-5

Daily warm up that requires physical exertion
 Understanding basic offensive and defensive concepts
 Passing, moving, cutting into space
 Proper defending and tackling
 A variety of skills and drills to ensure success and team play
 Trapping the ball using legs, feet, chest and head
 Small games in smaller areas so students understand spatial awareness and moving without the ball

Lessons 5-10

Continue with warmup and basic passing drills
 Introduce different ways to pass; inside of foot, outside of foot, top of foot
 Advanced drills to build on spatial awareness and teamwork
 Full games with all students participating

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Unit 3 (8-10 lessons): Ultimate Frisbee

Lessons 1-5

Daily warm up that requires physical exertion
 Understanding basic offensive and defensive concepts
 Review rules: understanding non contact meaning and why movement is vital to this game
 Passing- forehand and backhand. If class grasping concepts then try hammer throw
 Mini games and activities to promote activity and involvement

Lessons 5-10

Continue to warm up and play warm up games
 Building on the basics, throwing, moving and being able to make throws while being defended
 Drills based around building to full field games
 Play games

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 Develop and apply a variety of movement concepts and strategies in different physical activities

Other**Considerations:**

- Differentiated learning
- Student grouping
- Student voice and choice
- Anxiety

Apply methods of monitoring and adjusting exertion levels in physical activity
Develop and demonstrate safety, fair play, and leadership in physical activities.
Identify and describe preferred types of physical activity.

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Unit 4 (8-10 lessons): Dance**Lessons 1-5**

Introduce dance unit

Discuss different dances (Line, partner, square, hip hop)

Introduce dances – kung fu fighting, boot scootin boogie, Partner dancing

Review and practice these dances

Lessons 5-10

Introduce dance project

In small groups students create their own dance to be presented on the last day

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Social and Community

Propose strategies for developing and maintaining healthy relationships

Mental Well-Being

Explore and describe the impact of transition and change on identities

Unit 5 (8-10 lessons): Low Organized Games**Lessons 1-10**

Continue with warmup.

Discuss with students what LOG unit is

Variety of games that change on a daily basis. They are as follows:

4 corner dodgeball, pick up the pins, multi-sport, four corner soccer, lock it up, speedball, number soccer, modified California kick ball

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Unit 6 (8-10 lessons): Pickleball**Lessons 1-3**

Continue with warmup

Introduce pickleball and the various rules that apply to the game

Introduce forehand, backhand and how to serve. Allow time for lots of repetition

Allow students ample time to rally with a partner

Once students have had time advanced to singles play on the half court

Depending on class, possibly advance to 2 vs 2 game play

Lessons 3-10

Continue with warmup

Create tournament brackets where students challenge each other

Somedays students pick their own partner and other days teachers pick

Once tournaments are done play royal court

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Unit 7 (8-10 lessons): Basketball**Lessons 1-3**

Continue with warmup

Discuss and show basic rules of basketball; pivot, travel, setting a screen, spacing on the court.

Work on shooting form, different types of passing, and dribbling with both hands

Drills to build on these skills mentioned

Start small with 2 vs 2 or 3 vs 3

Lessons 4-10

Continue with warmup

Advance games and drills to more 5 on 5

Show youtube videos

Build on skill foundations

Play controlled full court basketball

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Propose strategies for developing and maintaining healthy relationships

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Unit 8 (8-10 lessons): Handball**Lessons 1-5**

Continue with daily warmup

Show youtube video on European Handball, while introducing rules

Drills built around success. Three person weave, partner passing.

Work on shooting and throwing

Play small games with focus on movement and staying with your check

Play 3 on 3

Lessons 6-10

Build on drills but shorten time with them

More focus on active gameplay

Create tournaments and allow students to play full court games

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Propose strategies for developing and maintaining healthy relationships

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Unit 9 (8-10 lessons): Badminton**Lessons 1-4**

Continue with warmup
 Explain in detail rules of play, scoring and boundaries for singles and doubles
 Work on forehand, backhand and service
 Work on clear, drop and attack shot
 Rally with partners

Lessons 5-10
 Continue with warmup
 Work and build on skills.
 Get into game play (Singles and Doubles)
 Play tournaments and royal court

Unit 10 (8-10 lessons): Health Education

Module 1- Healthy living / Healthy minds ; getting started

SMART goals

Glance to healthy living

Module 2- Healthy Eating

Why and how we should eat healthy?

Canada's food guide

Student nutrition history survey

Module 3-Importance of personal hygiene

V.C. physical education personal hygiene policy

Module 4- Benefits of physical activity

Importance of being active

Module 5- Stress Management

How to cope with stress

Problem solving

Module 6- Importance of sleep

Sleep's impact on the body

Module 7- Healthy vs. Toxic relationships

Group discussions and worksheets on positive relationships

Module 8- Mental Health

Signs and symptoms

Group research assignment

Module 9- Self esteem and positive self talk

Body image

Self esteem video

Social & Community

Propose strategies for developing and maintaining healthy relationships

Propose strategies for responding to discrimination, stereotyping, and bullying.

Mental well-being

Describe and assess strategies for promoting mental well-being, for self and others

Describe and assess strategies for managing problems related to mental well-being and substance abuse, for others

Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence

Total 72-100 Hours of Instruction

Adaptations/ Modifications:

Allow for more time to work on skills and motor function

	Make adjustments according to skill level of class Use technology when appropriate (Youtube, videos, etc) Differentiated learning
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#	Lesson Title/ Question	Lesson Activities (Learning Experiences)	Assessment	Resources
1				
2				
3				
4				
5				
6				

7				
8				
9				
10				