



Grade 9-1 Physical Education

Communication Plan 2025-26

Teacher Name: Tracy MacKay

(902) 896-5570

Email Address: mackaytj@ccrce.ca

Course Overview:

Physical Education 9 is shaped by the vision of students experiencing purposeful physical activity and developing knowledge, skills and attitudes related to the health benefits of a physically active lifestyle. Students will participate in a variety of learning experiences in the following strands and movement categories:

- **Active for Life:** Health-related physical fitness, motivation, safety and connections to life outside PE. and body composition.
- **Skill and Movement Concepts:** (aim to have students to become skillful movers in many environments)
 - **Dance:** through dance experiences, students will gain an awareness of different cultures, enhance their self-esteem, solve problems, express feelings and cooperate with others
 - **Educational Gymnastics:** students will focus on balance, shape, weight transfer and flight to develop gymnastic skills
 - **Games:** This includes low -organized, co-operative, recreational games and sport while developing a sense of fair play through competition.
 - **Individual Pursuits:** Students learn skills through a variety of outdoor education activities and individual pursuit
- **Life Skills:** Personal and social responsibility, developing an ethic of fairness and respect

Assessment and Evaluation Strategies for Student Learning

Assessment takes place on a daily basis and is a key part of the learning/teaching process. Ongoing assessment of student learning informs students about what they have learned and what they have not yet learned.

Students will be provided with a variety of opportunities and ways to demonstrate their learning and understanding in relation to the curriculum (learning outcomes) for the subject/course. Student learning will be assessed using:

- Conversations with students
- Observations of learning
- Products students create to show their learning throughout the process

This will be used to determine the in-progress grade. At the end of each reporting period, assessment evidence will be evaluated, summarized and reported to parents/guardians using a percentage grade.

While we are familiar with the 100-point grading scale with usually 50% being a pass, today teachers will use an achievement level to assess a student's work.

Achievement Level	Description
4	In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.
3+	Competent +
3	Competent knowledge and understanding of content and concepts. Appropriate application of related skills.
2+	Developing +
2	Developing knowledge and understanding of content and concepts. Developing application of related skills.
1+	Limited +
1	Limited knowledge and understanding of content and concepts. Limited application of related skills.

Term 1, 2, & 3 REPORT CARD marks will be calculated based on achievement scale scores and reported using the following descriptors:

90-100% - Demonstrates **excellent** understanding and application of concepts and skills in relation to the learning outcomes.
 80-89% - Demonstrates **very good** understanding and application of concepts and skills in relation to the learning outcomes.
 70-79% - Demonstrates **good understanding** and application of concepts and skills in relation to the learning outcomes.
 60-69% - Demonstrates **satisfactory** understanding and application of concepts and skills in relation to the learning outcomes.
 50-59% - Demonstrates **minimal** understanding and application of concepts and skills in relation to the learning outcomes. Below 50% - Has **not met** minimum requirements of the course
 INS - Insufficient evidence to determine a grade

Assessment Due Dates and Extensions

Due dates are important as this provides time for the students to receive and apply descriptive feedback to improve their learning. In exceptional circumstances, when a student knows they will not be able to complete their assessment or have missed time from school, they are expected to have a conversation with their teacher prior to the original assessment due date. The teacher will decide to assign an extension, modify the assessment or possibly exempt the student from the assessment. The process for incomplete assessments will follow the **EECD Process for Classroom Assessment Due Dates and Extensions**.

When an assessment is incomplete, the teacher will assign the code 'Missing' in PowerSchool. When this code is entered, the in-progress mark will be replaced with Insufficient Evidence (INS) in the Student-Parent Portal. Once the assessment is completed, the 'INS' code will automatically revert back to the in-progress mark.

If the teacher notices a pattern of late or missing assessments, they will communicate with the student and parent(s) to discuss concerns and identify support that may be required.

Expectations for Learning Success

To help ensure each student is given the opportunity to learn in a safe environment, which nurtures each individual's personal, social and academic growth, students are asked to meet the following expectation:

- Produce quality work while completing classwork and homework
- Interact positively, resolve conflicts appropriately and accept responsibility for own actions
- Arrive on time and be prepared for class
- Follow instructions/directions/rules and routines
- Respect school property and the property of others
- Work collaboratively and independently while using time efficiently

Materials and Supplies

Proper Physical Education attire: shorts, sweat pants, t-shirts, indoor/outdoor footwear etc... Students may periodically need pencils/pens. A duo tang (personal log book) will be provided by teacher

Supports Provided to Students

- Use of descriptive feedback on student work
- The opportunity to resubmit work to show additional learning
- Multiple ways to access learning materials (i.e. Google classroom)
- Small group instruction in class
- Extra Help

Communication

- **Formal Communication:** In order to ensure a successful year for your child it is our belief that teacher-parent communication needs to be made and maintained in support of the student. You may contact us by email, telephone, or by arranging an appointment for a meeting at the school. It is the expectation that parents and students are accessing the **PowerSchool Public Portal** (<https://sisccrsb.ednet.ns.ca/public/>) on a regular basis in order to monitor your child's attendance, academic performance, classroom behavior and school announcements.
- **Informal Communication:** Education is a partnership between home and school. We value parent involvement at every level and encourage you to partner with us. To support this partnership, communication from the teacher will be provided using the following methods: email, phone calls, notes in agenda. Communication from home is always welcome, with notes in the agenda or emails being preferred forms of communication.

