Physical & Health Education 8-10

Faculty
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Course Description
The goals of our teaching staff are to provide for success for every individual student, regardless of physical abilities. We attempt to present activities in a way that will encourage effort, preparedness, positive attitude, sportsmanship, cooperation, and improvement. Teaching, reinforcement, and evaluation of these behaviors are the primary objectives. We believe that students who work on these areas will make natural improvements in the skill and performance aspects of Physical Education. Participation is winning!

Curriculum Overview
Over the course of the year students will be exposed to a variety of sports and activities that include but are limited to badminton, ball hockey, basketball, fitness, football, golf, soccer, softball, tennis, volleyball and ultimate. In addition, students will also utilize our aquatics facility and will receive instruction in stroke correction and endurance training.

<table>
<thead>
<tr>
<th>Term</th>
<th>Learning</th>
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| 1 | Understand  
Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. 
Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. |
| Do | 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 |
| 2 / 3 | Know  
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 |
| Know | 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 |
# SGS - Physical Education Rubric 8-10

Physical Education 8-10 Performance Rubric

**Goal:** Improvement, individualized goal setting, and lifelong participation in various physical activities.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 5 (90-100%)</th>
<th>Level 4 (80-90%)</th>
<th>Level 3 (70-80%)</th>
<th>Level 2 (60-70%)</th>
<th>Level 1 (0-60%)</th>
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<tbody>
<tr>
<td><strong>Skills (25%)</strong></td>
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<tr>
<td>Development of technique for fundamental and sport specific movements</td>
<td>- Exceptional level of fundamentals skills</td>
<td>- Strong desire to improve daily</td>
<td>Self Directed Steady improvement Desire to improve</td>
<td>- Satisfactory level - May show best skills only when teacher is observing</td>
<td>- Involved but slow progress made - Easily distracted</td>
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<td>Effort (50%)</td>
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<td>Participating in all activities (warm-ups, drills, game play) at near full exertion levels. Leadership opportunities as well.</td>
<td>- Strong sense of care and responsibility to classmates. - Exceptional positive energy and attitude - Very helpful in class</td>
<td>- Good role model for peers - Often looks to help peers and teacher - Leads by example</td>
<td>- Inconsistent leadership but understands expectations. - Can be a good role model on occasion</td>
<td>- Little leadership shown - Satisfied with just being involved - Can distract peers</td>
<td>- No leadership shown - Undisciplined, unmotivated and distracting</td>
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<td>Knowledge (25%)</td>
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<td>Knows and demonstrates safety, fair play, Proper scoring, rules, strategies and tactics.</td>
<td>- Solid understanding of all rules and scoring. Applies a good level of strategies and tactics in game scenarios. Able to help less knowledgeable peers.</td>
<td>Understands scoring and rules. Able to use good strategies at times and is starting to demonstrate tactics in a game</td>
<td>Inconsistent knowledge of all rules and scoring. Some strategies applied at times but not often.</td>
<td>Poor knowledge of rules and scoring. Some use of strategy but inconsistent</td>
<td>Does not know proper rules or scoring. Rarely demonstrates any use of tactics or strategy.</td>
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