

# RICHMOND SECONDARY SCHOOL

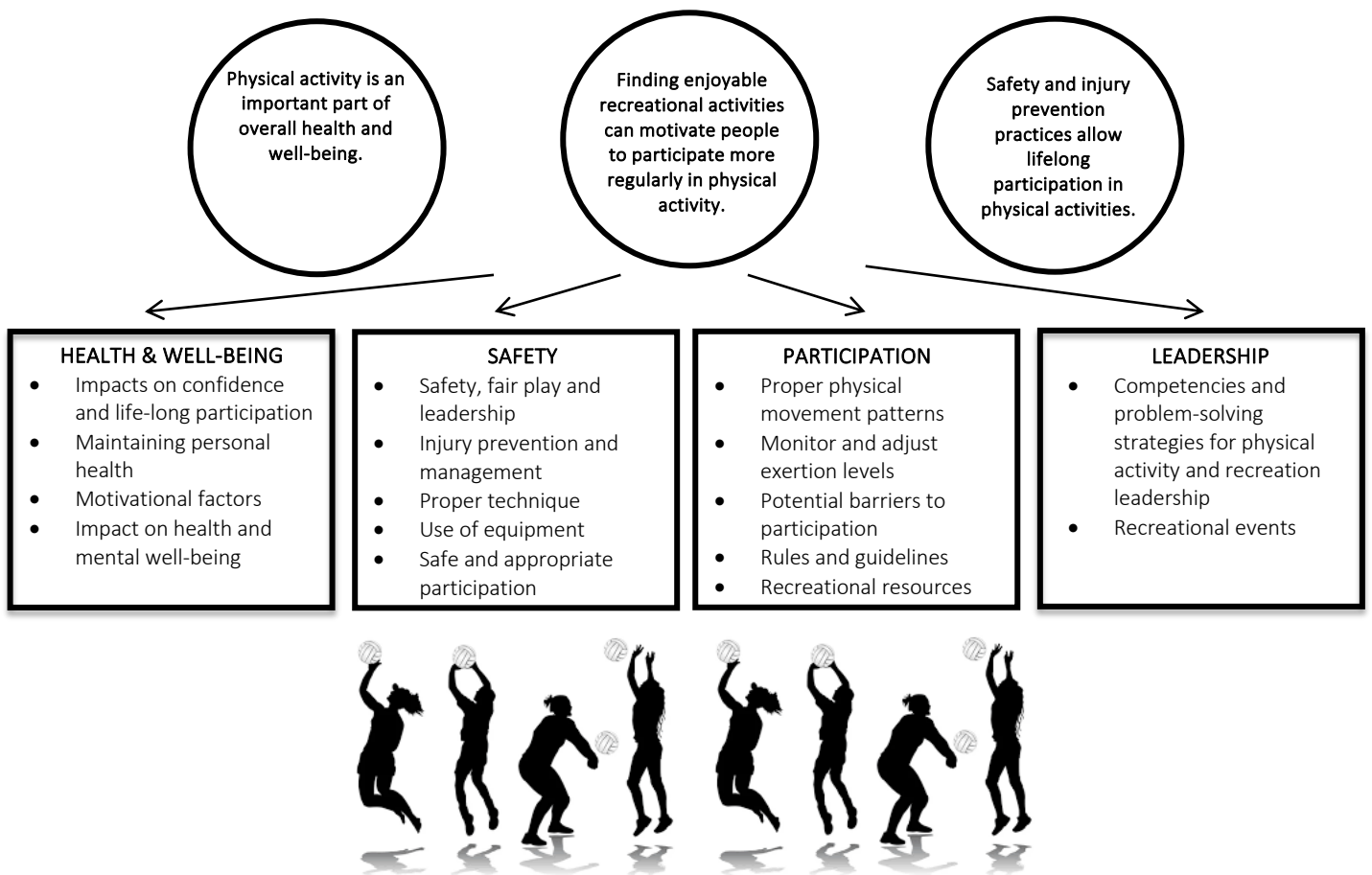
## ACTIVE LIVING 11/12 - VOLLEYBALL

Welcome to Active Living 11/12 Volleyball! This year will be a fun year as we participate in volleyball activities that will enhance your technique, skills and athletic abilities to promote life-long active participation. We will also learn about many resources and fitness programs that can help us stay fit and strong in our social, mental and emotional well-being to continue being physically active at school and in the volleyball community.

The Physical and Health Education (PHE) curriculum aims to have students develop a personalized understanding of what healthy living means to them as individuals and members of society. A focus on well-being and, specifically, the connections between physical, emotional and mental health will be taught. Through the sport of volleyball, students will develop the knowledge, skills, and understandings needed for lifelong physical health and mental well-being, while maintaining healthy habits. Our goal is to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives.

### BIG IDEAS

Students are expected to understand:



### ASSESSMENT

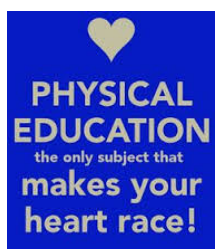
A variety of assessment styles will be utilized throughout the school year. The flow chart below highlights how these styles co-ordinate with each other and can be consolidated to determine progress in this course. Letter grades are used in grades 10, 11 and 12 to indicate a student's learning in relation to the Learning Standards.

## Assessment Scale

PROFICIENCY SCALE	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning/activity.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning/activity.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning/activity.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning/activity.
	<b>C-</b> Minimally acceptable performance	<b>C</b> Satisfactory performance	<b>C+</b> Good performance	<b>B</b> Very good performance
				<b>A</b> Excellent performance
	IE – Insufficient Evidence			

## LETTER GRADES

For grades 10 – 12, letter grades are assigned to the corresponding student percentages as follows:



Term Grade	
A	= 86 – 100%
B	= 73 – 85
C+	= 67 – 72
C	= 60 – 66
C-	= 50 – 59
IE	= 0 – 49

Final Grade	
A	= 86 – 100%
B	= 73 – 85
C+	= 67 – 72
C	= 60 – 66
C-	= 50 – 59
F	= 0 – 49

Reporting periods are cumulative, meaning grades are continuous throughout the year.

## EVALUATION AND GRADING

The following is an estimated style of evaluation. Some changes may be made as the year progresses; however, all students will be notified if any changes occur.

### 1. Physical Literacy

A. Participation	50%
B. Safety, Fair Play and Leadership	30%
C. Movement Skills, Concepts and Strategies	10%

### 2. Healthy & Active Living, Social & Community Health, Mental Well Being

D. Knowledge and Portfolio	10%
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## 1. PHYSICAL LITERACY

### A. Participation - 50%

As Active Living is a participatory course and all evaluation occurs during class time, active participation is necessary for success. In order to fully participate, consistent attendance, proper gym strip and being on time for class are mandatory.

### B. Safety, Fair Play and Leadership - 30%

Students will be provided with opportunities to develop knowledge and skills related to safe participation in a variety of activities, demonstrate fair play behaviours and attitudes when participating in physical activities and acquire and apply leadership skills for participation in physical activities. Students may retain full marks through active participation and positively engaging in class activities:

- |                              |  |
|------------------------------|--|
| i. Active participation      | iv. Supportive comments to teammates and opponents |
| ii. Proper gym strip         | v. Regular attendance and punctuality              |
| iii. Proper use of equipment | vi. Fair play/leadership/safe behaviour            |



If a student has a legitimate excuse for an absence, tardiness or medical reason, marks can be regained by:

**i. Excused Absences and Excused Lates**

- Teachers will refer to MyEd for absences; however, if there are any discrepancies, a note signed and dated by your parent/legal guardian or physician with a phone number for the contact person may be requested.
- If you miss a test or assigned work for a valid reason, you will make it up upon your return.
- Sleeping in, waiting for parents to give you a ride, etc. are not legitimate reasons for tardiness. Arriving late will impact participation and will have a negative effect on achievement as . . .

**PHE is a participation-based course and full participation is required to find success in this class.**

**ii. Medical (for injuries and extended illnesses that may prevent participation)**

- **Less than one week**, → bring a note from your parent/legal guardian explaining the reason why you were unable to participate.
- **More than one week** → a note from a physician is required. Students who sustain a physical injury or medical condition that prevents them from actively participating in any part of the PHE program are still required to attend class. These students will be placed on a modified individual program and will be responsible for participation marks, assignments and written tests.
- **Dysmenorrhea or asthma** → is not accepted as a medical excuse, unless teachers have been in consultation with a parent/legal guardian and a doctor regarding a students' extreme condition. Only then will modifications in activity level be implemented.



**C. Movement Skills, Concepts and Strategies - 10%**

Skill and performance tests and/or evaluation of skills and/or movement during game play will be ongoing throughout the year. Evaluation is based on acquisition and improvement for each of the specific skills and movement strategies taught, as well as their implementation into games.

As well as a numerical mark, “**Engagement and Social Responsibility**” will be assessed and reported on in report card comments. Engagement and social responsibility are important life skills and essential to learn as curriculum learning standards. They include key personal skills, habits and attributes that are relevant and applicable to all aspects of life.



**2. HEALTHY & ACTIVE LIVING, SOCIAL & COMMUNITY HEALTH, MENTAL WELL-BEING**

An on-line portfolio will be created on “Microsoft Teams”. Health-related components of fitness, principles of training and pursuing personal physical activity goals will be included, as well topics related to social and community health and mental well-being. Reflections on recreational opportunities and recreational events will also be included in the portfolio.

**D. Knowledge and Portfolio – 10%**

Assignments and worksheets in your portfolio will be assessed throughout each term. It is the student's responsibility to make up work assigned for their portfolio when they are absent.



# RICHMOND SECONDARY SCHOOL ACTIVE LIVING 11/12 VOLLEYBALL PARTICIPATION, SAFETY, LEADERSHIP AND FAIR PLAY ASSESSMENT



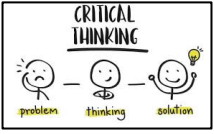





NAME: \_\_\_\_\_

CRITERIA	EXTENDING	PROFICIENT	DEVELOPING	EMERGING	INSUFFICIENT EVIDENCE
<b>PARTICIPATION</b>					
Attendance	<ul style="list-style-type: none"> <li>No absences</li> <li>Arrives on time</li> </ul>	<ul style="list-style-type: none"> <li>1-2 excused absence(s)</li> <li>Arrives on time</li> </ul>	<ul style="list-style-type: none"> <li>3-4 excused absences</li> <li>Arrives during warm-up</li> </ul>	<ul style="list-style-type: none"> <li>Absence without a note</li> <li>Arrives after warm-up</li> </ul>	<ul style="list-style-type: none"> <li>Absences without notes</li> <li>Arrives significantly late</li> </ul>
Readiness/Proper Attire (Shirt, gym shorts, athletic shoes)	Changes all items of clothing and footwear	Changes most clothing items and footwear	Changes some clothing items and footwear	Changes few clothing items and footwear	Does not change clothing or footwear
Warm-up Rate Of Perceived Exertion (ROPE)	<ul style="list-style-type: none"> <li>ROPE 9 - 10</li> <li>Takes initiative, no prompting needed</li> </ul>	<ul style="list-style-type: none"> <li>ROPE 7-8</li> <li>No prompting needed</li> </ul>	<ul style="list-style-type: none"> <li>ROPE 5-6</li> <li>Needs some prompting</li> </ul>	<ul style="list-style-type: none"> <li>ROPE 3-4</li> <li>Needs much prompting</li> </ul>	<ul style="list-style-type: none"> <li>ROPE 1-2</li> <li>Needs constant prompting</li> </ul>
Skill/Movement Development	Displays excellent understanding/ Demonstration of movement/skills	Displays good understanding/ demonstration of movement/skills	Displays adequate understanding/ demonstration of movement/skills	Displays some understanding/ demonstration of movements/skills	Displays very little understanding/ Demonstration of movement/skills
Understanding of concepts	Shows excellent understanding of concepts taught	Shows good understanding of concepts taught	Shows acceptable understanding of concepts taught	Shows minimal understanding of concepts taught	Shows no understanding of concepts taught
Time on task	Always on task	Usually on task	Frequently on task	Occasionally on task	Rarely on task
<b>SAFETY, LEADERSHIP AND FAIRPLAY</b>					
Group Interaction	Always cooperates and interacts responsibly with others, exhibits leadership and role modelling	Interacts responsibly most of the time, demonstrates respect most of the time	Occasionally cooperates and interacts responsibly, acceptable level of respect shown	Occasionally cooperates, takes some responsibility, shows some respect	Rarely cooperates (uncooperative), does not interact responsibly, lacks respect for others
Positive/Appropriate Behaviours	<ul style="list-style-type: none"> <li>Excellent demonstration of willingness to perform to the best of his/her ability</li> <li>Always displays positive attitude</li> <li>Always displays open-mindedness to new activities</li> </ul>	<ul style="list-style-type: none"> <li>Good demonstration or willingness to perform to the best of his/her ability</li> <li>Usually displays positive attitude</li> <li>Usually displays open-mindedness to new activities</li> </ul>	<ul style="list-style-type: none"> <li>Acceptable demonstration of willingness to perform to the best of his/her ability</li> <li>Occasionally displays positive attitude</li> <li>Occasionally displays open-mindedness to new activities</li> </ul>	<ul style="list-style-type: none"> <li>Minimal demonstration of willingness to perform to the best of his/her ability</li> <li>Minimal display of positive attitude</li> <li>Minimal display of open-mindedness to new activities</li> </ul>	<ul style="list-style-type: none"> <li>No demonstration of willingness to perform to the best of his/her ability</li> <li>Never displays positive attitude</li> <li>Never displays open-mindedness to new activities</li> </ul>
Equipment set-up  Respect for equipment and facility	<ul style="list-style-type: none"> <li>Helps with equipment on a regular basis</li> <li>Always demonstrates respect and care for equipment and facility</li> </ul>	<ul style="list-style-type: none"> <li>Helps with equipment on a somewhat regular basis</li> <li>Usually demonstrates respect and care for equip &amp; facility</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally helps with equipment</li> <li>Occasionally demonstrates respect and care for equipment and facility</li> </ul>	<ul style="list-style-type: none"> <li>Rarely helps with equipment</li> <li>Minimally demonstrates respect and care for equipment and facility</li> </ul>	<ul style="list-style-type: none"> <li>Never helps with equipment</li> <li>Never demonstrates respect and care for equipment and facility</li> </ul>
AN EXAMPLE OF A TIME WHEN I SHOWED POSITIVE ATTITUDE, RESPECT OR SPORTSMANSHIP WAS . . .					
AN EXAMPLE OF A TIME WHEN I SHOWED LEADERSHIP WAS . . .					
AN EXAMPLE OF A TIME WHEN I HELPED WITH EQUIPMENT WAS . . .					
MY MENTAL WELL-BEING . . .					
MY SOCIAL WELL-BEING . . .					
MY EMOTIONAL WELL-BEING . . .					



# CORE COMPETENCIES

Core competencies are sets of intellectual, personal, social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. These competencies include:

<p><b>COMMUNICATION</b></p> 	<p>Encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the word around them, and to understand and effectively engage in the use of digital media.</p>	<p><b>Connect and engage with others (to share &amp; develop ideas)</b> Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships learn to consider diverse perspectives and build consensus.</p> <p><b>Acquire, interpret and present information</b> Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology.</p> <p><b>Collaborate to plan, carry out &amp; review constructions/activities</b> Students work together to accomplish goals, either face to face, or through digital media.</p> <p><b>Explain/recount and reflect on experiences &amp; accomplishments</b> Students tell about their experiences – especially their learning experiences – and reflect and share what they learned.</p>
<p><b>CREATIVE THINKING</b></p> 	<p>Encompasses the knowledge, skills and processes we associate with intellectual development. Includes specific thinking skills as well as habits of mind, and metacognitive awareness.</p> 	<p><b>Novelty and value</b> Students get creative ideas that are both novel and have value. An idea can have an impact on the individual student, classmates, a larger group of peers, in one's community, or on a global level.</p> <p><b>Generating Ideas</b> Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints, or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind; however, students can also become aware of, and use, ways to help their unconscious minds generate ideas.</p> <p><b>Developing Ideas</b> After students get creative ideas, they evaluate them, decide which ones to develop, refine them, and work to realize them in some way. It may also require generating additional creative ideas to come up with solutions to problems along the way.</p>
<p><b>CRITICAL THINKING</b></p> 	<p>Involves making judgements based on reasoning, considering options and analyzing these using specific criteria, and drawing conclusions and making judgements. Encompasses examining your own thinking, and that of others, about information received through observation, experience and various forms of communication.</p>	<p><b>Analyze and critique</b> Students learn to analyze and make judgements about a work, a position, a process, a performance or another product or act. They consider purpose, focus on evidence, and use criteria to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives.</p> <p><b>Question and Investigate</b> Students learn to engage in an inquiry and investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, lives, communities and the media.</p> <p><b>Develop and Design</b> Students apply critical thinking to create or transform products, methods, performances and representations in response to problems, events, issues and needs.</p>
<p><b>POSITIVE PERSONAL AND CULTURAL IDENTITY</b></p> 	<p>The set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.</p>	<p><b>Relationships and cultural contexts</b> Students understand that their relations and cultural contexts help to share who they are.</p> <p><b>Personal values and choices</b> Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.</p> <p><b>Personal Strengths and Abilities</b> Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. They understand that they are unique and are a part of larger communities – such as their families, their relationships and their communities.</p>
<p><b>PERSONAL AWARENESS AND RESPONSIBILITY</b></p> 	<p>Includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress and persevere in difficult situations. Demonstrates self-respect and express a sense of personal well-being.</p> 	<p><b>Self – determination</b> Having a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.</p> <p><b>Self – regulation</b> Take responsibility for their own choices and actions. Setting goals, monitoring progress and understanding and regulating emotions. Aware that learning involves patience and time. Able to persevere in difficult situations and understand how their actions affect themselves and others.</p> <p><b>Well – being</b> Recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive and spiritual awareness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including on-line interactions. They recognize the importance of happiness and have strategies that help them find peace in challenging situations.</p>
<p><b>SOCIAL RESPONSIBILITY</b></p> 	<p>Involves the ability and disposition to consider the interdependence of people with each other and the natural environment. To contribute positively to one's family, community, society and the environment. To resolve problems peacefully, empathize with others and appreciate their perspectives while creating and maintaining healthy relationships.</p>	<p><b>Contributing to community and caring for the environment.</b> By working independently and collaboratively for the benefit of others, communities and the environment.</p> <p><b>Solving problems in peaceful ways.</b> Appreciate different perspectives on issues. Generate, use and evaluate strategies to resolve problems.</p> <p><b>Valuing diversity</b> Value diversity, defend human rights, advocate for others and act with a sense of ethics in interactions, including on-line.</p> <p><b>Building relationships</b> Develop and maintain diverse positive peer and intergenerational relationships in a variety of contexts.</p>



## GYM STRIP

Students must wear appropriate clothing for PHE class AND GET CHANGED AT THE END OF EACH CLASS! It is unsanitary to sweat and allow bacteria to grow while sitting in classes after PHE. It is our intention to provide a safe and sanitary environment for our students; thus, the following guidelines must be followed:

	DO's	DON'T's
SHIRTS	<ul style="list-style-type: none"> <li>Clean, full-length, short-sleeved t-shirt/sweatshirt</li> </ul>	<ul style="list-style-type: none"> <li>No tank-top's, low-cut necklines</li> </ul>
SHORTS/PANTS	<ul style="list-style-type: none"> <li>Clean gym shorts, track pants or sweatpants</li> <li>As the volleyball class is a performance-based course, spandex shorts are allowed with a minimum 3 inch seam.</li> </ul>	<ul style="list-style-type: none"> <li>No cut-offs, jeans, cargo pants or pants with zippers, studs or buckles</li> <li>No pajama pants</li> </ul>
JACKETS	<ul style="list-style-type: none"> <li>Athletic jackets for layering</li> </ul>	<ul style="list-style-type: none"> <li>No puffy jackets, long knit sweaters, etc. that limit movement</li> </ul>
SHOES	<ul style="list-style-type: none"> <li>Proper gym shoes (cross-trainers are best) with LACES TIED</li> <li>Non-marking soles only</li> <li>Clean shoes</li> </ul>	<ul style="list-style-type: none"> <li>No street shoes (converse and skate shoes)</li> <li>No hiking shoes, sandals, crocs or bare feet</li> <li>Running shoes indoors are not recommended as you are at higher risk for ankle sprains</li> <li>No black soled shoes</li> </ul>
Waterbottle	<ul style="list-style-type: none"> <li>Bring it filled and ready to go</li> <li>Have a secured lid on the bottle</li> </ul>	<ul style="list-style-type: none"> <li>No glass</li> </ul>
HATS	<ul style="list-style-type: none"> <li>May wear outside to protect yourself from the sun</li> </ul>	<ul style="list-style-type: none"> <li>No hats allowed in the gymnasium whether you are participating or not</li> </ul>
INHALER (If needed)	<ul style="list-style-type: none"> <li>Bring to every class, as it is your responsibility to fully participate in class (considered part of your gym strip)</li> </ul>	<ul style="list-style-type: none"> <li>Don't forget it 😊</li> </ul>



## GYM PROCEDURES

### A. LOCKERS

- Lockers are provided for each student during Physical and Health Education class and must be used to store all belongings as no personal items are allowed in the gymnasium, such as backpacks, homework, cell phones, etc. This is for the safety of all students while participating in activities.
- Students **MUST PROVIDE THEIR OWN LOCKS** and must remove these locks at the end of the period.
- Unauthorized locker usage in the change room will lead to locks being cut off and removal of personal property – **LOCKERS ARE FOR GYM TIME ONLY, NOT ALL DAY.**
- Under no circumstances should a student leave valuables in the changing room.
- If you forget your lock, lock valuables in your personal locker; however, you will not be able to access your personal locker until the bell rings to end class.



**PE TEACHERS ARE NOT RESPONSIBLE FOR ANY VALUABLES STOLEN FROM THE CHANGING ROOMS.  
TEACHERS WILL NOT BE LOCKING CHANGE ROOM DOORS!**

## B. CLASS SCHEDULE

### 1. GETTING CHANGED/LOCKING UP BACKPACKS AND PERSONAL ITEMS

- First block and after lunch – students are expected to be in class with P.E. strip at the class start bell.
- Second or third block – students are given 5 minutes to get changed after the bell rings.

### 2. ARRIVE IN GYM FOR ATTENDANCE AND REMAIN IN YOUR LEARNING GYM SPACE

- Please enter your designated gym and immediately sit in your rows for attendance.
- No running around or using equipment until instructed to do so.
- Remain in class and ask permission to leave in light of an emergency situation (ie. fire alarm or lockdown).

### 4. DISMISSAL

- Near the end of class, students will be instructed when to access the changerooms to retrieve their belongings and get changed. After getting changed, students must return to their assigned gymnasium until the bell rings to dismiss students. We do not want to disrupt classes that are still in session.
- Locks must be removed at the end of every class.
- Students ARE NOT to be in the hallways or go to their personal lockers until AFTER the bell rings.
- There is no play before, in between or after classes unless directly supervised by a coach or staff member.

### C. WATER BOTTLES/DRINKS, FOOD AND GUM

- Water bottles are allowed in the gymnasium as long as they can be closed tightly to prevent spilling and potential injuries. No glass bottles allowed.
- Soft drinks, juice and sport drinks are not allowed to be purchased or consumed during class time.
- No food, gum, pop or sport drinks are permitted in the gymnasium.



## CELL PHONE USE POLICY

The Richmond Board of Education updated Policy 105: District Code of Conduct to restrict the use of personal digital devices by students to enhance online safety and ensure a focused learning environment. Students' use of personal digital devices, headphones, Air Pods and ear buds will be restricted, including during instructional time or learning related activities, unless use is permitted by the teacher. Acceptable use of student personal digital devices for accessibility and accommodation needs, medical and health needs, and to support equity of learning outcomes will be supported. If parents or legal guardians need to contact their child during school hours, they are welcome to contact the office to receive a message and will be able to use the school phone in the office. More information can be found at: <https://sd38.bc.ca/news/2024-08-30/personal-digital-device-policy-changes>

#### PLEASE REMEMBER BELL TO BELL (DURING CLASS AND PLT):

- Students should not use personal digital devices during instructional time, unless permission is granted by the teacher for educational purposes.
- Personal devices should be powered off and secure inside a student's backpack, locker or secured location.

#### PLEASE REMEMBER DURING BREAK AND LUNCH:

- Quiet and appropriate personal digital devices use allowed in common areas.



**STUDENTS ARE NOT ALLOWED TO DO HOMEWORK OR READ DURING CLASS AS THERE IS VALUABLE LEARNING TO BE DONE. BOOKS, BAGS AND CELL PHONES MUST REMAIN LOCKED IN THE PE LOCKERS.**



## CONTACT INFORMATION

Please feel free to see me outside of instructional time. Although I also teach other subjects in a classroom, it is not my regular teaching space. I can be found in the PE office before school starts, during lunch and after school. You or your parents are able to contact me at the school at 604-668-6400 or at [tkippan@sd38.bc.ca](mailto:tkippan@sd38.bc.ca)

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

RHS Physical Education

