



North Vancouver Online Learning

Course Plan: Physical and Health Education 10

COURSE DESCRIPTION:

The Physical and Health Education (PHE) curriculum aims to empower students to develop a personalized understanding of what healthy living means to them as individuals and members of society in the 21st century. The PHE curriculum focuses on well-being — the connections between physical, intellectual, mental, and social health. This approach aligns with those of jurisdictions across Canada and throughout the world to promote a deeper and more holistic understanding of overall health and well-being in students.

PHE is designed to develop the knowledge, skills, and understandings that students need for lifelong physical health and mental well-being. The PHE curriculum highlights the interconnections between an individual's health and his or her well-being, the connections between physical and mental health, the importance of positive interpersonal relations, and how interactions with the community affect overall well-being. As well, the PHE curriculum aims to develop students who have the knowledge and confidence to promote their own health and well-being by maintaining healthy habits. The goal is for students to recognize and change unhealthy behaviours and, at the same time, advocate for the safety, health, and well-being of others.

The rationale and goals of PHE justify combining physical and health education as a means to promote and develop all aspects of well-being. The importance of personal well-being, where students develop healthy habits, is clearly identified as one of the principles of British Columbia's educational transformation. This establishes PHE as essential to a complete education for BC students. For the complete Ministry curriculum PHE document, go to:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en_physical-health-education_10.pdf

BIG IDEAS:

Big Ideas are the key understandings that students will achieve by the end of the course. These Big Ideas cover the following concepts: Goal setting, healthy living, healthy choices and mental well-being. Students will explore and understand the following Big Ideas throughout the PHE course:

Understanding our strengths, weaknesses and personal preferences helps us plan and achieve our goals.

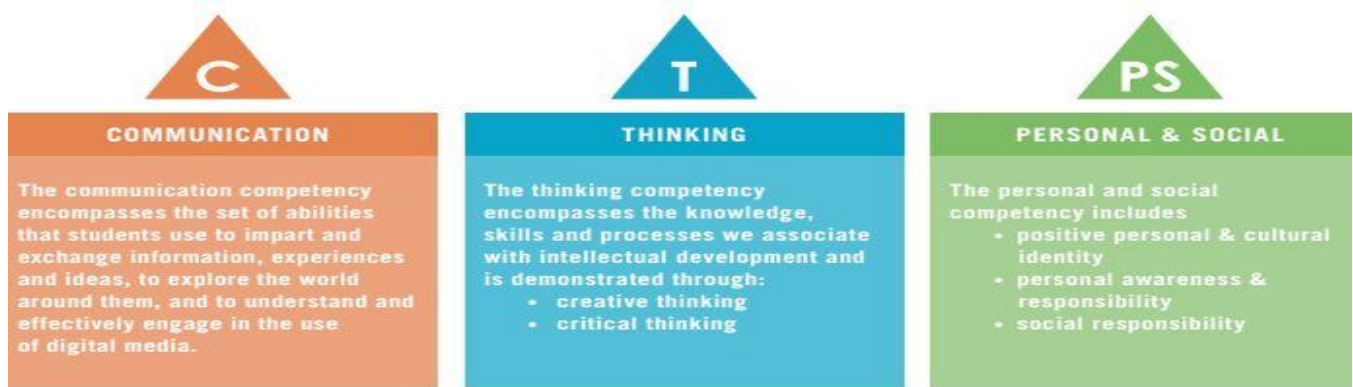
Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives

Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

Personal fitness can be maintained and improved through regular participation in physical activities.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of the course requires that students manage their time effectively to complete the course by the deadline (June 1st or as determined by program requirements). Successful students engage in coursework at least an hour each day.
- Students must attempt all activities in the course to receive a passing grade, including quizzes, readings, research, reflections, and digital presentations.
- Students should take care that their communication with the teacher and with other students, through email, or Moodle message, is course related, clear, and respectful in tone.
- It should be clear from the assignment submissions that the student has personally engaged with the course material and submitted only work that is his or her own. Course work must be original. Communicate with the teacher if you would like to complete a project with a partner or group.
- The core of this course is research based. Therefore, students are encouraged to make use of other resources on the internet, but they must cite their sources. A variety of quality resources is a sign of academic depth, just make sure that you check the credibility of each source and acknowledge its use in your work.
- Plagiarism and/or failure to comply with the student code of conduct may result in a failing grade and/or withdrawal from the course.

LEARNING STANDARDS: Curricular Competencies

Students are expected to be able to do the following:

Physical literacy

- Refine and apply movement skills in a variety of physical activities and environments
- Apply and refine movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Demonstrate safety, fair play, and leadership in physical activities
- Identify and participate in preferred types of physical activity
- Identify and explain motivational factors influencing participation in physical activities

Healthy and active living

- Participate in physical activities designed to enhance and maintain health components of fitness
- Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities
- Plan ways to overcome potential barriers to participation in physical activities
- Analyze and explain how health messages might influence health and well-being
- Identify and apply strategies to pursue personal healthy-living goals
- Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies
- Analyze how health-related decisions support the achievement of personal healthy-living goals

Social and community health

- Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations
- Analyze strategies for responding to discrimination, stereotyping, and bullying
- Develop skills for maintaining healthy relationships and responding to interpersonal conflict
- Analyze the potential effects of social influences on health

Mental well-being

- Evaluate and explain strategies for promoting mental well-being
- Explore factors contributing to substance use
- 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
- Describe the relationships between physical activities, mental well-being, and overall health

Unit 1 will cover the following Learning Outcomes (Curricular Competencies)

- Identify and participate in preferred types of physical activity
- Analyze how health-related decisions support the achievement of personal healthy-living goals

These are 2 of the 22 learning outcomes in the course curriculum, which comprises 9% of the course Learning Outcomes/Activities. (2/22 = 9%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- proper technique for movement skills
- movement concepts and strategies
- ways to monitor and adjust physical exertion levels
- health benefits of different physical activities
- how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, games, and outdoor activities

- training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity
- healthy sexual decision making
- potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology
- sources of health information and their trustworthiness
- 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 relationships
- strategies for goal-setting and self-motivation

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit: One

Big Idea: Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals

Core Competency Focus: Personal Awareness and Responsibility

Essential Questions:

What are the benefits of an Active Lifestyle?

How does developing our self-awareness help us to make better S.M.A.R.T goals?

First Peoples Principle of Learning:

Learning requires exploration of one's identity.

Unit Overview:

This section of the course focused on strategies for goal-setting and self-motivation as well as potential for short-and long-term consequences of healthy decisions, including those involving physical activity and healthy eating. In addition, students planned how to participate in different types of physical activities including, individual and dual activities, rhythmic activities, games and outdoor activities. Students will submit a personal introduction to the teacher as well as an Action Plan which lays out their plan and goals for the course. Finally the students will engage in a case study where they will analyze the effects of poor health on individuals.

Unit: Two

Big Idea: Trying a variety of physical activities can increase our chances of being active throughout our lives.

Core Competency Focus: Communication

Essential Questions:

How does a knowledge of movement concepts affect our lifelong physical activity choices?

First Peoples Principle of Learning:

Learning involves recognizing the consequences of one's actions.

Unit Overview:

In this section of the course, students participated in a team activity that focused on proper technique for movement skills, concepts and strategies as well as ways to monitor and adjust physical exertion levels. In addition, students reviewed the health benefits for different physical activities, how to participate in different physical and dual activities. Students will submit a digital presentation of themselves engaged in a team activity along with an explanation of the activity and its different movements.

Unit: Three

Big Idea: Personal fitness can be maintained and improved through regular participation in physical activities.

Core Competency Focus: Personal and Cultural Identity

Essential Questions:

How do personal choices affect one's health and life?

First Peoples Principle of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Unit Overview:

In this section of the course, students participated in an individual activity that focused on proper technique for movement skills, concepts and strategies. This included ways to monitor and adjust physical exertion levels and the health benefits of different physical activities. Students are asked to produce a digital presentation based on one of their individual activities that also showcases their knowledge of physical literacy.

Unit: Four

Big Idea: Understanding the factors that influence our health empowers us to take action to improve it.

Core Competency Focus: Creative Thinking

Essential Questions:

How does setting challenges allow you to push yourself farther?

How can I evaluate and re-evaluate if I am hitting my fitness goals?

First Peoples Principle of Learning:

Learning involves patience and time.

Unit Overview:

In this section of the course, students participated in a fitness challenge that focused on proper training principles that enhance personal fitness levels. Students also learned how to monitor and adjust physical exertion levels and specificity. Students will submit a digital presentation that will outline their personal fitness challenge including why it was a challenge for them, how they trained for the challenge as well as the outcome. They will reflect on what could be done differently in the future in an effort to increase confidence and encourage lifelong participation in physical activities as well as the potential barriers that affect participation.

Unit: Five

Big Idea: Healthy choices influence, and are influenced by, our physical, emotional and mental well being.

Core Competency Focus: Social Responsibility

Essential Questions:

How are we responsible to those in our community?

How does our well-being affect the community in which we live?

First Peoples Principle of Learning:

Learning requires exploration of one's identity.

Unit Overview:

In this section of the course, students studied basic principles for responding to emergencies. They will also look at strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings as well as the consequences of bullying, stereotyping and discrimination. Students will develop skills for maintaining healthy relationships and responding to interpersonal conflict including communication skills, negotiation strategies and conflict resolution techniques. Students will be given a choice of performance tasks that will focus on leadership and discrimination in sports. They will be asked to produce a digital presentation on one of the two tasks.

Unit: Six

Big Idea: Healthy choices influence, and are influenced by, our physical, emotional and mental well-being.

Core Competency Focus: Critical Thinking

Essential Questions:

What is the relationship between physical activities, mental well-being and overall health?

First Peoples Principle of Learning:

Learning involves recognizing the consequences of one's actions.

Unit Overview:

In this section of the course, students learned about the physical, emotional and social aspects of psychoactive substance abuse and potentially addictive behaviours. Students also studied the signs and symptoms of stress, anxiety and depression as well as the influences of physical, emotional and social changes on identities and relationships. This unit also includes a section on healthy decision making. Students will produce a digital brochure on a mental illness of their choosing that could be used to educate the public.

Unit: Seven

Big Idea: Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals

Core Competency Focus: Communication

Essential Questions:

How can I prepare myself for lifelong participation in physical activities?

First Peoples Principle of Learning:

Learning requires exploration of one's identity.

Unit Overview:

In this section of the course, students reflected on strategies for goal setting and self-motivation. Students also reflected on potential short- and long-term consequences of healthy decisions that include physical activity and healthy eating. Students will prepare a reflection on the course that will show how that have developed competencies in physical activities and how this increased confidence can encourage lifelong participation.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Digital presentations that may include the use of PowerPoint, Prezi etc.
- Participation in any number of different self-directed physical activities
- Use of photos, videos and audio recordings to show participation in various physical activities

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. Summative assessment will be used on individual performance tasks throughout each unit. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsc44curriculumhub.ca/assessment/> will be used.

Formative:

- Online quizzes checking for completion and understanding of lessons
- Email check ins for students wishing to discuss option for the various assignments

Summative:

- Unit assignments – written feedback, rubric assessment and grade

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Learning Activity	Percentage of Final Mark
Formative Checkpoints	
Online quizzes	included in Unit check ins
Summative Checkpoints	
Unit 1	15%
Unit 2	15%
Unit 3	15%
Unit 4	15%
Unit 5	15%
Unit 6	15%
Unit 7	10%
Course Total	100%

RESOURCES:

There is no required textbook for this course. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.