

Course: Physical and Health Education 10

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Course Description:

Physical and Health Education 10 will promote the enjoyment of recreational activities and encourage a positive approach to physical activities and individual improvement as related to health and fitness. It is important for students to understand their strengths, weaknesses, and personal preferences to help plan and achieve their goals.

We will focus on the inquiry question: How will learning about and engaging in activities that affect our health and well-being influence where we are on the "Healthy Living Performance Standards for Healthy Eating, Active Living, Healthy Relationships, and Healthy Practices"?

Summer Learning Beliefs:

Summer Learning provides an engaging learning environment where all students can challenge themselves academically and fulfill their learning goals. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty Policy
- adhere to the Summer Learning Student Engagement policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and participate to the best of their ability
- access technology in class when instructed to do so and for learning purposes only
- challenge themselves and have fun learning

All Summer Learning policies can be accessed at:

<https://www.sd44.ca/school/summer/policies/Pages/default>.

Course Syllabus:

<p>Curricular Competencies</p>	<p>What the students will do:</p> <ul style="list-style-type: none"> • Refine and apply movement skills in a variety of physical activities and environments • Apply and refine movements concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • 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 • Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations • Develop skills for maintaining healthy relationships and responding to interpersonal conflict • Evaluate and explain strategies for promoting mental well-being • Explore factors contributing to substance use • Describe the relationships between physical activities, mental well-being, and overall health
<p>Summative Assessments</p>	<p>What the students will understand:</p> <p>Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.</p>

<p>Content</p>	<p>What the students will know</p> <ul style="list-style-type: none"> • proper technique for movement skills • health benefits of physical activities • individual and dual activities, rhythmic activities, games, and outdoor activities • training principles, including the FITT principle, SAID principle, and specifically healthy sexual decision making • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • physical, emotional, and social aspects of psychoactive substance use and potential 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
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Grade Boundaries:

An “A” student will/can....

Explain physical and health education factual, procedural and conceptual knowledge, Design, explain and justify a plan to improve physical performance or health; Demonstrate and apply a range of complex skills and techniques; and Analyze and evaluate performance.

A “B” student will /can ...

Identify physical and health education factual, procedural and conceptual knowledge; Design and explain a plan to improve physical performance or health; Demonstrate and apply a range of skills and techniques; and Explain and evaluate performance.

A “C” student will /can ...

Outline physical and health education factual, procedural and conceptual knowledge; Construct and describe a plan to improve physical performance or health; Demonstrate and apply skills and techniques; and Describe and summarize performance.

Celebration of learning:

The 2019 Celebration of Learning is shaped around “Connections”.

Creating connections to the various Summer Learning Concepts in the subject area of Physical and Health Education will provide students with an opportunity to take materials that are covered in class and make comparisons to global concepts.

Students will choose to focus on one or more of the following concepts:

- perspective
- equality
- growth
- relationships
- innovation
- justice
- balance
- interaction
- identity
- development
- structure
- communication

Once students have chosen their concepts, they will complete a mind map linking the concept to the variety of content covered in this course. Each class will have a sister class who will connect on presentation day to create giant mind map on the Agora floor by placing these mini mind maps next to the various concepts. This will be like intricate web of what our students have learned in Summer Learning. We look forward to seeing the connections that our students make with our Summer Learning Concepts.

Resources:

All resources will be provided to the students.