

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:

Conceptual Understandings	Curricular Competencies	Content	Assessment performance task, project, essay, presentation, test, etc.
Knowing and Understanding	<ul style="list-style-type: none">• Analyze and explain how health messages might influence health and well-being• Identify and explain motivational factors influencing participation in physical activities	<ul style="list-style-type: none">• Proper technique for movement skills• Ways to monitor and adjust physical exertion levels• Sources of health information	Interviews and presentations

<p>Planning for Performance</p>	<ul style="list-style-type: none"> • Plan ways to overcome potential barriers to participation in physical activities • Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • Movement concepts and strategies • Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings 	<p>Group projects and small assignments</p>
<p>Applying and Performing</p>	<ul style="list-style-type: none"> • Identify and apply strategies to pursue personal healthy-living goals • Apply and refine movements concepts and strategies in different physical activities 	<ul style="list-style-type: none"> • Ways to monitor and adjust physical exertion levels • Individual and dual activities, rhythmic activities, games, and outdoor activities 	<p>Individual activity log of prescribed physical activities</p>
<p>Reflecting and Improving Performance</p>	<ul style="list-style-type: none"> • Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies • Refine and apply movement skills in a variety of physical activities and environments 	<ul style="list-style-type: none"> • Potential short and long-term consequences of healthy decisions, including those involving physical activity, healthy eating, sleep routines, and technology 	<p>Self/peer reflections and video analysis of performance</p>

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.

Resources:

Resources
All resources will be provided to students through Microsoft Teams