



Physical and Health Education 10 Course Outline

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Windsor Secondary

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

Physical and Health Education 10 is designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy throughout their lives. PHE curriculum focuses on competencies that support life-long learning—competencies that can contribute to personal lives and career aspirations. An underlying principle of the PHE curriculum is that students must be active in creating, assessing, and applying what they learn to their daily lives. The focus on lifelong safety, physical activity, and health is valuable for both the individual student and for society as a whole.

Big Ideas

- ◆ 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.

The Big Ideas provide some focus areas and themes for our course, and help explain some of the reasons why Physical and Health Education is important. At the heart of our course are the questions “What can we do to be physically active and why is this important?” “What is a balanced and happy life?” and “How does being physically active enhance our overall well-being?” along with our exploration of how the Big Ideas. To do this we practice skills and processes called Competencies— Physical literacy, Health and Active Living, Social and Community Health, and Mental well-being.

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity”

— John F. Kennedy

"Don't measure yourself by what you have accomplished, but by what you should have accomplished with your ability." - John Wooden

Physical and Health Education Policy

Policies & Procedures

- Lockers will not be assigned for PE classes. You may use lockers available in the PE change room for BLOCK USE ONLY. The school assumes no responsibility for loss or damage of students' personal property.
- Student are not permitted to leave the 100 floor and/or the gym area until the period change bell sounds.

Physical Education Clothing

- All students are required to have proper clothing consisting of shorts, T-shirt and running shoes; optional sweat/track suit for outside activities.
- Multiple NO STRIPS may initially result in an "I" (Incomplete Grade) because curricular competencies cannot be met. Not meeting curricular competencies may result in failure.
- Due to safety and health concerns, students without proper clothing will not be allowed to participate in class.

Absences

- Students with a medical excuse must report to the teacher with a note signed by a parent/guardian and physician when appropriate
- A written assignment or a specific task may be assigned by the teacher
- Absences will influence assessment strategies and evaluation
- Absences may result in incomplete curricular competencies. As a result an "I" (Incomplete Grade) may be assigned
- Students absent from class due to field trips and sports activities must inform his/her teacher prior to the event and make arrangements to complete the required curricular competencies
- Students are responsible for missed activities and assignments

Medical Exemption

- Students with a medical excuse must report to the teacher with a note signed by a parent/guardian and physician when appropriate
- Students that cannot activity participate can make alternate contribution to class
- A written assignment or a specific task may be assigned by the teacher

Course Expectations

Students will participate with a few codes in mind:

- Mutual respect – treating students, teacher, and learning space with dignity and safety
- Effort and Engagement – taking responsibility for one's actions, attendance, work habits, exertion level, expected workload, deadlines, and progress
- Curiosity – asking thoughtful questions of one's self, teacher, and classmates, and asking for help when it's needed.

Assessment:

- Criterion-referenced: criteria based on Curricular Competencies
- Involves both teacher and student in a process of reflection and review about progress
- Self-assessment
- Provides students with information on their own achievement and prompts them to consider how they can continue to improve their personal health and fitness goals

Teacher assessment:

- May be criterion referenced or norm referenced
- Used to make judgments about students' performance in relation to provincial standards

Assessment (variations may occur within the year)

70% Physical Literacy -Movement concepts and strategies. Proper technique for fundamental movement skills. Monitoring and adjusting exertion levels in physical activity. Principals of training. Demonstrate safety, fair play, and leadership in physical activities.

30% Healthy Living and Personal/Interpersonal Well Being-Identify and apply strategies to pursue personal healthy- living goals and topics. Exploration and analysis of health related topics.

Communication

Thinking

Personal & Social