

Windsor Physical and Health Education 9

Course Outline



The learning standards of Physical and Health Education (PHE) 9 are 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. 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.

Big Ideas:

- Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals
- Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle
- Healthy choices influence our physical, emotional, and mental well-being
- Healthy relationships can help us lead rewarding and fulfilling lives
- Advocating for the health and well-being of others connects us to our community

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?”
- “How do we interact with others during physical activity?”
- “What is healthy living?”

To do this we practice skills and processes called Competencies, of which there are 4:

- Physical literacy
- Health and Active Living
- Social and Community Health
- Mental well-being

For more information about the competencies, visit: [Building Student Success - B.C. Curriculum \(gov.bc.ca\)](https://www2.gov.bc.ca/gov2/education/secondary/curriculum/physical_and_health_education/physical_and_health_education_9/index.html)

Course Expectations:

Students will be active participants in every class while striving for the following:

- Mutual respect – treating students, teachers, and the learning space with respect and safety
- Effort and engagement – taking responsibility for one's actions, being ready to participate in proper PE attire, attendance, work habits, exertion level, expected workload, deadlines, and progress
- Leadership – taking initiative to include others, help classmates, set up and clean up equipment

Assessment:

Students will be assessed according to the Provincial Proficiency Scale

The Provincial Proficiency Scale	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

- Involves both teacher and student in a process of reflection and review concerning progress
- Involves both teacher assessment and student self-assessment/goal setting
- Provides students with information on their own achievement and prompts them to consider how they can continue to improve upon their own personal health and fitness goals

PHE Policies and Procedures:

- Lockers are available to PHE students to secure their belongings – please provide your own lock
- PE Clothing – students must wear appropriate athletic clothing including shoes in order to participate safely in PE classes. Students will not be permitted to participate without this clothing
- Absences from class must be reported through the school attendance. Students with a number of absences may be assigned a grade of “NE” – no evidence, as they have not participated in enough classes to be assessed
- Students with a medical exemption must report to their teacher with a note signed from their parent/guardian. They are expected to attend and contribute to the class in other ways if appropriate