

Physical and Health Education 9

Course Outline

WindsorSecondary



Curricular Competencies

Students are expected to be able to do the following:

Physical literacy

- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
- Develop and apply a variety of movement concepts and strategies in different physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and describe preferred types of physical activity

Healthy and active living

- Participate daily in physical activity designed to enhance and maintain health components of fitness
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness
- Propose healthy choices that support lifelong health and well-being
- Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour
- Identify and apply strategies to pursue personal healthy-living goals
- Reflect on outcomes of personal healthy-living goals and assess strategies used

Social and community health

- Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Analyze strategies for responding to discrimination, stereotyping, and bullying
- Propose strategies for developing and maintaining healthy relationships
- Create strategies for promoting the health and well-being of the school and community

Mental well-being

- Analyze strategies for promoting mental well-being, for self and others
- Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others
- 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

Intention: 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 citizens 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.

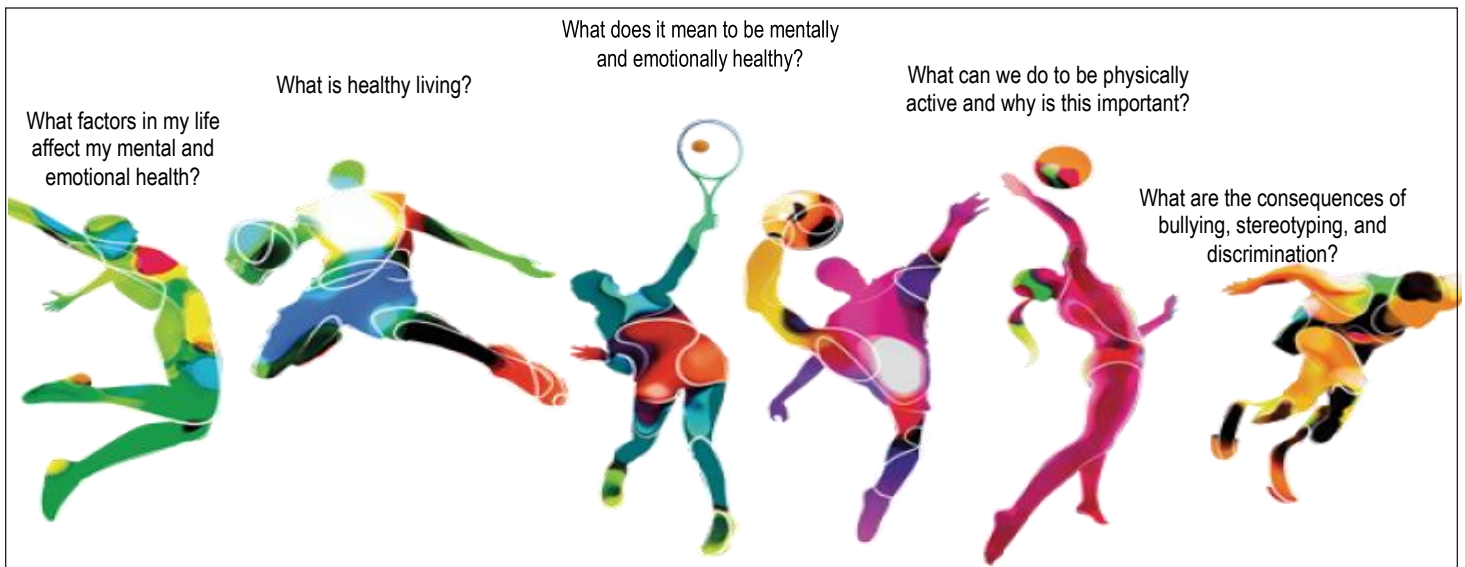
Big Ideas

- ◆ 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.
- ◆ Advocating for the health and well-being of others connects us to our community.
- ◆ Healthy relationships can help us lead rewarding and fulfilling lives.

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 does it mean to be mentally and emotionally healthy?” and “What factors in my life affect my mental and emotional health?” 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



What factors in my life affect my mental and emotional health?

What is healthy living?

What does it mean to be mentally and emotionally healthy?

What can we do to be physically active and why is this important?

What are the consequences of bullying, stereotyping, and discrimination?

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

"To keep the body in good health is a duty...otherwise we shall not be able to keep out mind strong and clear"— Buddha

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