



Course Outline: Physical and Health Education 10

Teachers:

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Reporting

Procedure:

- Ongoing progress will be available on myedbc and google classroom
- There will be a minimum of 2 ongoing communications of student learning per semester
- At mid-course, there will be a progress report
- There will be a formal, summative report at the end of the course

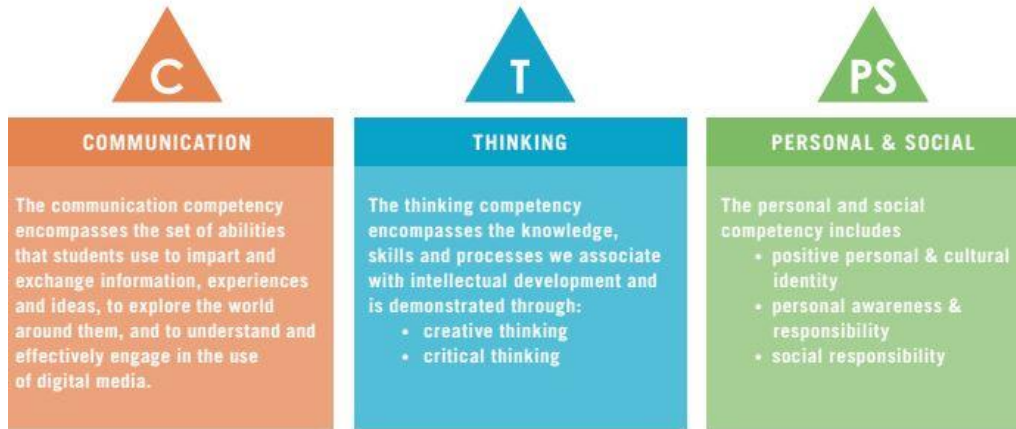
Assessment:

- The new Ministry of Education Assessment and Reporting Order has changed the way we report to parents. We will now be communicating **with** parents rather than reporting **to** parents. Students will be assessed on the following levels of competency at grade level:

Emerging 1	Developing 2	Proficient 3	Extending 4
To acquire knowledge, skills, strategies and processes.	The ability to apply knowledge, skills, strategies and processes.	Knowledge, skills, strategies and processes consistently.	Knowledge, skills, strategies and processes creatively and strategically
Student has an initial understanding of grade-level expectations Shows evidence that learner can demonstrate some progress towards the learning standards	Student has partial understanding of grade-level expectations Shows evidence that learner can understand the learning standards in basic familiar situations	Student has a complete understanding of grade-level expectations Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations	Student has sophisticated understanding of grade level expectations Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations

CORE COMPETENCIES

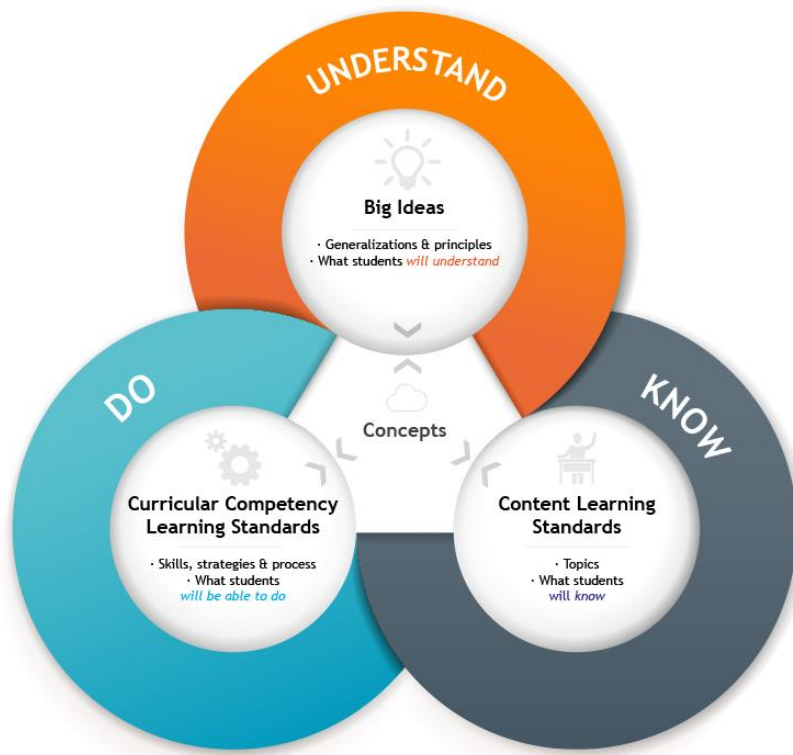
Students will be accessing the Core Competencies in all their curricular areas. They may be self-assessing the Core Competencies on their Ongoing Communications. Summative reports at the end of the course will report that the student has engaged in this self-assessment.



COMMUNICATION

THINKING:
CREATIVE THINKING
CRITICAL THINKING

PERSONAL AND SOCIAL RESPONSIBILITY:
POSITIVE PERSONAL & CULTURAL IDENTITY
PERSONAL AWARENESS & RESPONSIBILITY
SOCIAL RESPONSIBILITY



BIG IDEAS *Students are expected to understand the following:*

1. Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.
2. Trying a variety of physical activities can increase our chances of being active throughout our lives.
3. Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.
4. Personal fitness can be maintained and improved through regular participation in physical activities.
5. Understanding the factors that influence our health empowers us to take action to improve it

CURRICULAR COMPETENCIES *Students are expected to be able to do the following:*

Physical literacy

1. Refine and apply movement skills in a variety of physical activities and environments
2. Apply and refine a variety of movement concepts and strategies in different physical activities
3. Apply methods of monitoring and adjusting exertion levels in physical activity
4. Demonstrate safety, fair play, and leadership in physical activities
5. Identify and participate in preferred types of physical activity

Healthy and active living

6. Participate daily in physical activity designed to enhance and maintain health components of fitness
7. Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities
8. Plan ways to overcome potential barriers that affect participation in physical activities
9. Critically analyze and explain health messages and investigate their potential influences on health and well-being
10. Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress
11. Analyze how health-related decisions, such as those related to healthy eating, substance use, and sexual health, support the achievement of personal healthy-living goals

Social and community health

12. Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
13. Analyze strategies for responding to discrimination, stereotyping, and bullying
14. Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques
15. Critically analyze the impacts of technology and other factors on individual and community health
16. Create strategies for promoting the health and well-being of the school and community

Mental well-being

17. Evaluate and explain strategies for promoting mental well-being, and explore issues related to substance use
18. Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence

19. Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence
20. Explore and describe factors that shape personal identities, including social and cultural factors
21. Describe the relationship between physical activities, mental well-being, and overall health

CONTENT *Students are expected to know the following:*

1. proper technique for fundamental movement skills including non-locomotor, locomotor, and manipulative skills
2. movement concepts and strategies
3. ways to monitor and adjust physical exertion levels
4. health benefits of different physical activities
5. how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, games and outdoor activities
6. training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity
7. healthy sexual decision making
8. potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology
9. sources of health information and their trustworthiness
10. basic principles for responding to emergencies
11. strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
12. consequences of bullying, stereotyping, and discrimination
13. physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours
14. signs and symptoms of stress, anxiety, and depression
15. influences of physical, emotional, and social changes on identities and relationships
16. strategies for goal-setting and self-motivation

STUDENT EXPECTATIONS

PE strip: Each student is expected to wear appropriate clothing and footwear for PE each day.

- PE strip includes: **shorts or sweatpants**, a **t-shirt**, **socks** and **running shoes** (a hoodie or jacket should be worn for outside activities in cooler weather).
- Students can expect to be outside in the wet or cool weather and are expected to dress appropriately for these conditions.
- **Students arriving to class without appropriate physical education clothing will be provided with freshly laundered shirts and shorts/sweatpants.**
- Preparation for participation is part of the student's personal responsibility and will be reflected in their assessment.

Participation, absences and notes:

Each student is expected to participate daily in all activities throughout the course.

- When a student does have a ***legitimate*** medical problem ***a phone call to the school or written note with date, signature and an explanation of the medical issue*** is required from the parent/guardian.
- ***Excused absences*** are: absences due to ***illness; medical appointments; family emergencies or school based fieldtrips and team travels.***
- If a student is well enough to come to school, she/he should be able to participate, at least to some degree, in the class activities. Students should speak to the teacher at the beginning of class if they are not feeling well. Students must attend class if they are at school.
- **Students are responsible for all work and assignments missed due to any absence and it is the student's personal responsibility to see the teacher regarding how to make up for missed work. *Make up work will not be given for unexcused absences.*** Parents planning to take their students out of class for family holidays or trips should contact the teacher **prior** to the trip to make arrangements for missed work.
- **Medical exemptions:** if a student is to be excused for **more than 5 days**, or from a specific **part of the course** (for example: running), **medical documentation such as a doctor's or physiotherapist's note is required.**

Showers: The school has complete shower facilities. Students are welcome to shower after vigorous physical activity both for health and sanitary reasons. Students are required to bring their own soap and a towel for showering.

WALK/RUN PROGRAM

The PE department is working with students to improve cardiovascular fitness and to help them plan and achieve their fitness goals. The walk/run program challenges students mentally and physically to strive for their personal best. Students learn the importance of self-discipline, progression, hard work, personal pacing and heart rate monitoring while working towards the goal of learning to run 5 km.

All Physical Education students will participate in a walk/run program culminating with either the **Halloween Hustle in the fall or the Spring Fling Run in the spring at Westwood Lake**. This 13-week program will challenge students of all ability levels. At times students in this class will be using heart rate monitors as a training aid. Throughout the semester students will leave the campus to participate in lessons on running safety, running technique, different terrains plus hill and pace training.

SAFETY AND ETIQUETTE RULES

The use of **cell phones; earbuds and any other electronic devices are *strictly prohibited* in class and on walk/runs** as students cannot hear or are distracted thus putting them in possible dangerous situations.

When running off campus, students must:

1. Run/walk on the sidewalk where possible - NOT THE ROAD!
2. Run/walk no more than two runners side-by-side.
3. Where there are no sidewalks, run/walk to the shoulder side of the white line on the left hand side of the road facing the traffic.
4. Run/walk with a buddy and only on designated running routes and designated trails!
5. Respect the rules of the road; all vehicle traffic; designated cross-walks and obey all traffic/walk signals and signs. Always look all four ways and making eye contact with drivers to make sure they see you and are stopped before crossing streets or intersections.
6. Be respectful of noise levels in the community and stay off and respect private property.
7. Communicate clearly with other run/walkers about approaching vehicles, pedestrians and all potential hazards.

STUDENT SUPPORT:

Counseling: A-E – Ms. Crystal Linn
F-N – Ms. Kate Gustafson
O-Z – Ms. Shannon McRae

Other: Grade 10 Administrator: Mr. S. Shahi
Aboriginal Support: TBA