



**Course Outline: Physical and Health Education 9**

**Teachers:**

TBA	Mr. Busche <a href="mailto:mbusche@sd68.bc.ca">mbusche@sd68.bc.ca</a>
Ms. Gannon <a href="mailto:LGannon1@sd68.bc.ca">LGannon1@sd68.bc.ca</a>	Mr. Robertson <a href="mailto:SRobertson@sd68.bc.ca">SRobertson@sd68.bc.ca</a>
Ms. Winchell <a href="mailto:lwinchell@sd68.bc.ca">lwinchell@sd68.bc.ca</a>	Mr. Horncastle <a href="mailto:Craig.Horncastle@sd68.bc.ca">Craig.Horncastle@sd68.bc.ca</a>
Ms. Johnson <a href="mailto:lmjohnson@sd68.bc.ca">lmjohnson@sd68.bc.ca</a>	

**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

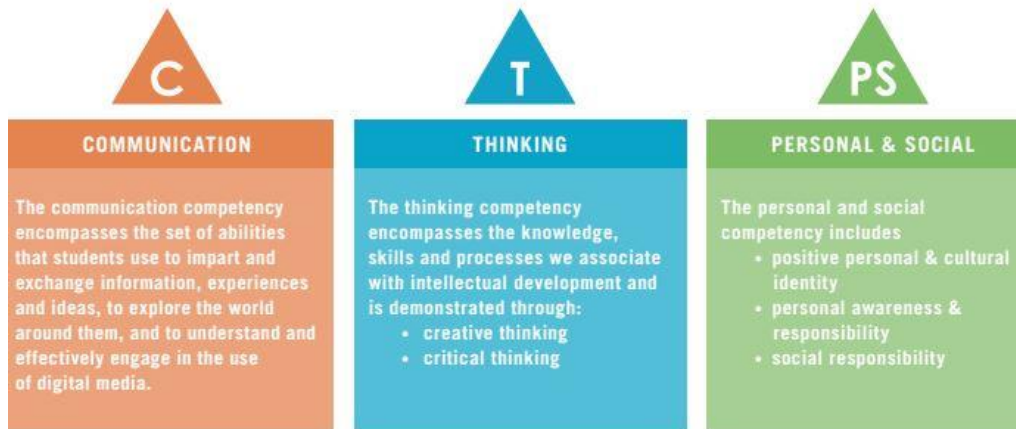
**Assessment:**

- 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	Developing	Proficient	Extending
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

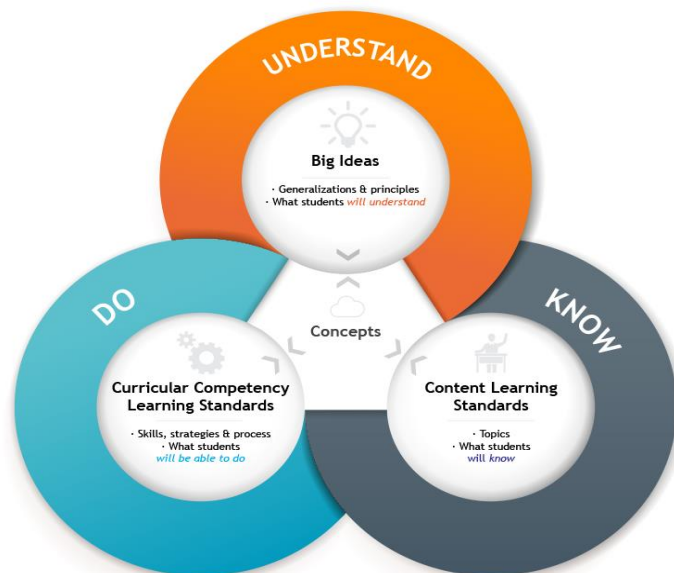
Students will be accessing the Core Competencies in all their curricular areas. They may be self-assessing the Core Competencies on their Ongoing Communications. Summative reports at the end of the course will report that the student has engaged in this self-assessment.



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

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

**Physical literacy**

1. Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments
2. Develop and apply a variety of movement concepts and strategies in different physical activities
3. Apply methods of monitoring and adjusting exertion levels in physical activity
4. Develop and demonstrate safety, fair play, and leadership in physical activities
5. Identify and describe 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. Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness
8. Propose healthy choices that support lifelong health and well-being
9. Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour
10. Identify and apply strategies to pursue personal healthy-living goals
11. Reflect on outcomes of personal healthy-living goals and assess strategies used

**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. Propose strategies for developing and maintaining healthy relationships
15. Create strategies for promoting the health and well-being of the school and community

**Mental well-being**

16. Analyze strategies for promoting mental well-being, for self and others
17. Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others
18. Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence
19. Explore and describe factors that shape personal identities, including social and cultural factors

**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. how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
5. training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity
6. effects of different types of physical activity on the body
7. healthy sexual decision making
8. potential short- and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
9. sources of health information
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.

**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 9 Administrator: Ms. Nicol Suhr  
Aboriginal Support: TBA