



**John Barsby  
Community School**

## COURSE OUTLINE

**Course:** Physical and Health Education 8

**Teacher:** Mrs. J. MacDonald

**Contact Information:** jenn.macdonald@sd68.bc.ca

**Room:** Gym

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### Reporting Procedure:

- Ongoing progress is available through Google Classroom (Student Code: eitkxe9)
- 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

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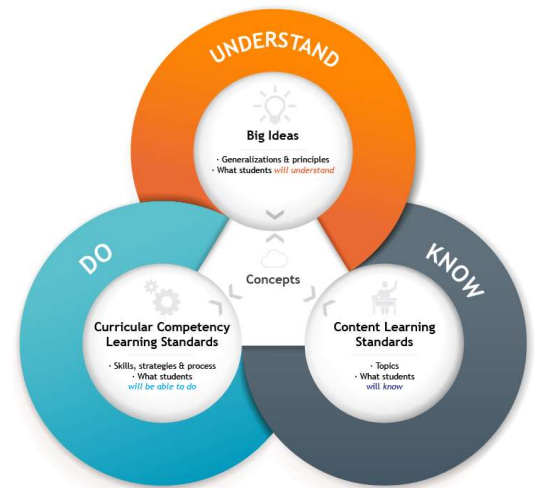
### Assessment:

- 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:

<b>Beginning</b> to acquire knowledge, skills, strategies and processes.	<b>Developing</b> the ability to apply knowledge, skills, strategies and processes.	<b>Applying</b> knowledge, skills, strategies and processes consistently.	<b>Extending</b> knowledge, skills, strategies and processes creatively and strategically.
<ul style="list-style-type: none"><li>▪ Student is beginning to understand at grade-level expectations</li><li>▪ Shows evidence that learner can demonstrate some progress towards the learning standards</li></ul>	<ul style="list-style-type: none"><li>▪ Student is developing understanding at grade-level expectations</li><li>▪ Shows evidence that learner can understand the learning standards in basic or familiar situations</li></ul>	<ul style="list-style-type: none"><li>▪ Student is applying understanding at grade-level expectations</li><li>▪ Shows evidence that learner can transfer understanding of the learning standards to both predictable and new situations</li></ul>	<ul style="list-style-type: none"><li>▪ Student is extending understanding at grade level expectations</li><li>▪ Shows evidence that learner can insightfully and creatively apply an in-depth understanding of the learning standards in complex situations</li></ul>

**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. Develop strategies for promoting healthy eating choices in different settings
9. Assess factors that influence healthy choices and their potential health effects
10. Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour
11. Identify and apply strategies to pursue personal healthy-living goals
12. Reflect on outcomes of personal healthy-living goals and assess strategies used

#### Social and community health

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

#### Mental well-being

17. Describe and assess strategies for promoting mental well-being, for self and others
18. Describe and assess strategies for managing problems related to mental well-being and substance use, for others
19. Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence
20. Explore and describe the impact of transition and change on identities

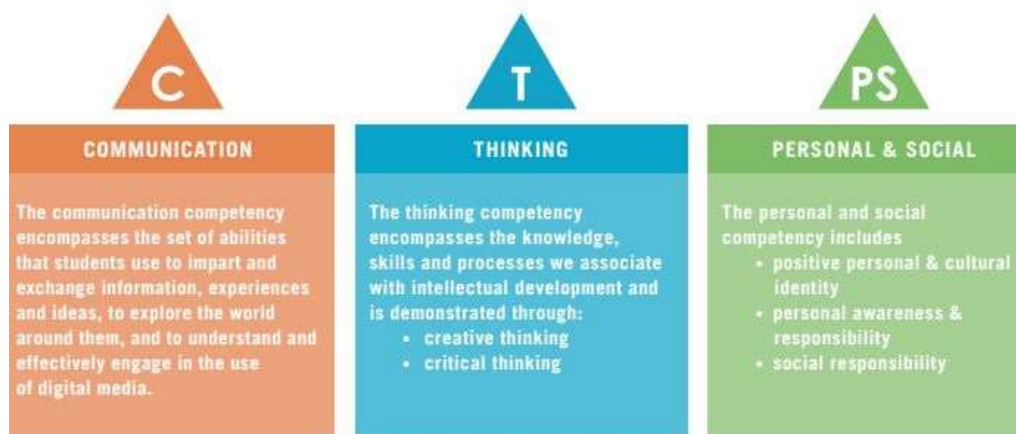
**CONTENT:** *Students are expected to **know** the following:*

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. marketing and advertising tactics aimed at children and youth, including those involving food and supplements
9. potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
10. sources of health information
11. basic principles for responding to emergencies
12. strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
13. consequences of bullying, stereotyping, and discrimination
14. media and social influences related to psychoactive substance use and potentially addictive behaviours
15. signs and symptoms of stress, anxiety, and depression
16. influences of physical, emotional, and social changes on identities and relationships

## 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 AND CULTURAL IDENTITY

PERSONAL AWARENESS AND RESPONSIBILITY

SOCIAL RESPONSIBILITY