



**John Barsby
Community School**

COURSE OUTLINE

Course: Physical and Health Education 9

Teacher: Mrs. J. MacDonald

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

Room: Gym

Reporting Procedure:

- Ongoing progress is available through Google Classroom (Student Code: 92hvr7y)
- 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

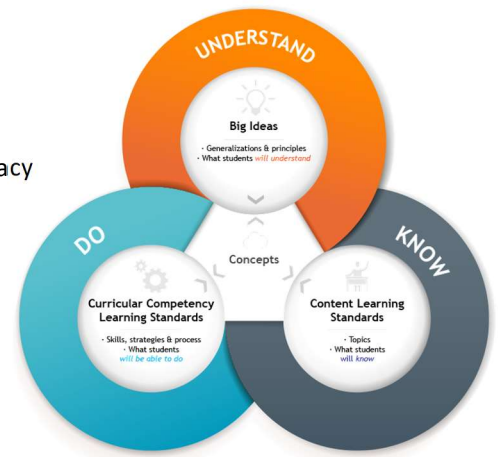
Assessment:

- 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:

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

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

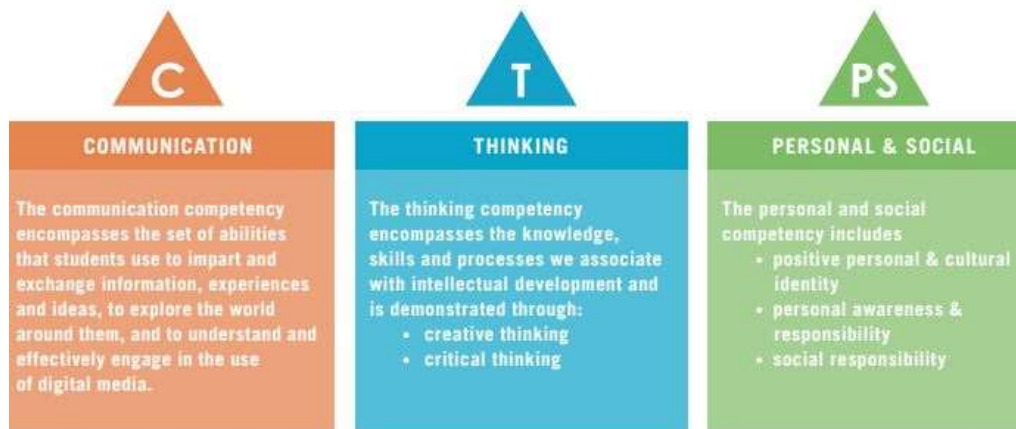
CONTENT: *Students are expected to know the following:*

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

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

PHYSICAL AND HEALTH EDUCATION EXPECTATIONS

PE Strip

Students must have PE strip for each class. Some type of running shoe is required. A comfortable shirt and shorts or yoga/track pants are acceptable. Students should be prepared to go outside on any given day, so a 'hoodie' or other pullover is recommended. Refer also to the student handbook on appropriate dress code for guidelines on appropriate school attire.

PE strip may be provided for students who do not provide their own. Failure to wear appropriate attire will impact a student's grade.

Illness and Injury

Illness: It is expected that students who are well enough to come to school are well enough to take PE and to complete the vast majority of expectations within the class. Injured students should bring a note from home or a doctor if the injury is serious enough to warrant a doctor visit (normally a week or more). Students unable to participate for an extended period of time may be required to complete alternate assignments.

Security and Lockers

Day lockers are available in change rooms for the use of all students. It is strongly recommended that students purchase an extra lock from the office for \$6 and use the 'day lockers' in the PE change rooms. Locks must be removed at the end of class. Alternately students must remember to lock valuables in their hallway locker before they come to class. Ultimately, it is the students' responsibility to secure their valuables.

Additional Gym Facility Guidelines

PE Office: This is a staff space only; students, please stay out.

Food and Drink: Please keep all food and drink away from the gym, with the exception of bottled water.

Weight Room: Students must be supervised in this area.

End of Class: Students must remain in the gym area until the bell goes.