



## Physical and Health Education 9

### Course outline

#### Course Overview

Physical and Health Education (PHE) is designed to develop educated students who have the knowledge, skills, and understandings to be safe, active, and healthy citizens throughout their lives. The PHE curriculum emerges from two areas of learning, physical education and health education, that are brought together in order to promote and develop all aspects of well-being.

The physical education component focuses on the development of physical literacy. The health education component focuses on the development of knowledge, skills, and, attitudes related to health literacy in three units: healthy and active living, social and community health, and mental well-being. 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.

#### Course Content, Suggested Timelines, and Assessment

Each unit consists of three to four lessons involving short online readings and videos. After each lesson, students reflect on their learning in a brief assignment. There is not test book for the course.

Students are expected to work on their physical literacy from September to May in order to meet course requirements. Students should plan to complete one health lesson per week or 3 per month.

\*Click [HERE](#) to access the BC Curricular Learning Standards for Physical and Health Education 8.

#### Start-up Activity and PE Logs

**35% of total mark**

#### Unit 1: Physical Literacy

**5% of total mark**

Students will complete a reflection journal with their daily physical activity log (DPA) showing their physical literacy and active living efforts in:

- developing techniques for movement skills (balancing, running, throwing, catching, bouncing, kicking, striking)
- developing movement concepts (spatial skills / positioning in games / force awareness) and strategies (game-related)
- participating in different types of physical activities (individual, dual, games, rhythmic) in a variety of environments
- understanding and demonstrating safety, fair play, and leadership in physical activities

Students must submit their DPA log with reflections and goals at the end of each month along with photos, videos, certificates, or other evidence showing their efforts in physical growth and development.

## **Unit 2: Healthy and Active Living**

**20% of total mark**

Students will learn:

- which health components of fitness are influenced by different types of physical activities
- what influences different health messages might have on people
- how different strategies used to pursue healthy-living goals can influence the results

## **Unit 3: Social and Community Health**

**25% of total mark**

Students will learn:

- how to avoid an unsafe or potentially exploitive situation on the Internet, at school, and in the community
- what to do if bullied or witnessing someone else being bullied
- how to develop and maintain healthy relationships

## **Unit 4: Mental Well-Being**

**15% of total mark**

Students will learn:

- what resources exist in the school and community to help them or others with problems related to mental well-being and/or substance use
- how the various changes they experience during adolescence may influence their relationships with others
- how the changing ways in which they think about themselves and others might influence their identity

The core competencies in communication, thinking, and personal and social skills will be emphasized as part of students' physical and health development. Students will **communicate** their learning and ideas, and apply **thinking skills** while they transform content into new understandings and habits of mind. They will understand **personal and social** responsibility as they explore what they need to thrive as individuals to care about the health and safety of themselves and others, and work toward positive skills and attitudes about healthy and active living.

## **Course Materials**

Students are expected to create their own plan for daily physical activity. Besides daily activity around the home, students are encouraged to register for gym/swim passes, recreational sports, and other organized activities in their community.

All materials for the health units are provided in the course.

### **How to Submit Assignments**

Students submit their assignments using the hand in box that is built into the course. Monthly log assignments are dropped into the hand in box for that month (October to May). For the monthly logs, it is best to have all the files (2 or 3 different activity pictures, monthly log, self evaluation, Facilitators/coaches signed form) on one large PDF or word document. Please do not put in 5 different files into the hand in box.

For the Health Assignments, they are dropped into the hand in box that goes with that assignment.

### **Communication**

Students and parents can contact the teacher through email, phone, and messaging within the Moodle course. The teacher will contact students regularly to give feedback on course work to support learning and help students improve. Regular internet access is, therefore, required for this course. It is critical that students and their parent(s) have an active email address that they check often. Both students and parents will be emailed regular progress reports to keep you up to date on how you are developing through the course.

### **Key to Success**

Set up a schedule so that you are working on your physical log and health assignments is key to completing the course. You should be doing daily activity and recording the results on your log each day. There should be no gaps with the hope of catching up. Setting up a schedule is key to staying physically fit and completing all the health assignments.

### **When students are falling behind**

When students fall behind, the course teacher will email or call the student and their parents. Together we will create a plan to help the student work through the course successfully.

Students should let the course teacher know when they are struggling with course content. The teacher will provide appropriate help or strategies to support learning. The teacher provides regular feedback on assignments, which the student is expected to use to develop their skills and improve their learning.

If a student is falling behind in a manner where it does not appear they will complete the course within the year, will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, they may be given an alternate completion date.

### **Expectations**

- ❖ Contact your teacher when help is needed (messaging, email, phone)
- ❖ Review and act on feedback from assignments
- ❖ Work to complete the course in a timely manner
- ❖ Communicate respectfully
- ❖ Review bimonthly progress reports

### **Reporting to Parents**

Progress reports are emailed to students and parents twice a month for each course.

Formal report cards are issued four times a year. They are accessible from the student's Moodle Dashboard (click the A+ icon in the top right-hand corner).

### **Contacting your Teacher**

Brian Nemethy

[bnemethy@sd91.bc.ca](mailto:bnemethy@sd91.bc.ca)

250-567-4744 ex. 45

Office Hours : 8 :30-3 :30

If you would like me to call you, please send an email or message with a good time to call.