



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 and Suggested Timelines

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 Oct to May (I only need 5 months in total) in order to meet course requirements. Students should plan to complete one health lesson per week or 3 per month.

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.

The prescribed learning outcomes for this course are available at:

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/9/core>

Assessment Information

- Daily Physical Activity Journals: 50%
- Assignments and Quizzes: 50%

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student's home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a 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, the student may be given an alternate completion date.

Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review weekly progress reports

Reporting to Parents:

There are 4 term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

Every week that EBUS is in Session the teacher will send out a progress report showing the student's progress.

Contacting Your Teacher:

Your teacher will be available Monday to Friday during regular school hours (9:00am to 3:15pm). If you are having trouble with any concepts, please contact your teacher right away!

Keep an eye on the main course page for upcoming PHE Vclasses

- Email: jelke@sd91.bc.ca
- Message me on Teams!