

Physical & Health Education 8 – Course Outline – 2021

We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T'enneh First Nations and the Simpcw First Nation. It is our honour to walk alongside our indigenous communities in educating our students.

Course Objective(s)

The mission for the VSS Physical Education is to develop students and community through physical education and to encourage personal growth, academic achievement, leadership development and athletic excellence within our students through:

- Investing in our student-athlete’s lives through coaching, mentoring and community involvement
- Teaching values in real life situations through sports
- Creating an atmosphere of success by challenging student-athletes to use their strengths to achieve highly and develop their leadership potential to help within and beyond the community
- Cultivating maturity by encouraging student-athletes to maximize their opportunities within the sport they love while preparing for their future profession

Big Ideas

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

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Develop, refine and apply fundamental movement skills in a variety of physical activities and environments • Develop and apply a variety of movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and describe preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate in physical activities designed to enhance and maintain health components of fitness • Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities • Plan ways to overcome potential barriers to participation in physical activities • Analyze and explain how health messages might influence health and well-being • Identify and apply strategies to pursue personal healthy-living goals • Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies • Analyze how health-related decisions support the achievement of personal healthy-living goals 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for movement skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • health benefits of physical activities • individual and dual activities, rhythmic activities, games, and outdoor activities • effects of different types of physical activity on the body • training principles, including the FITT principle, SAID principle, and specificity • healthy sexual decision making • potential short- and long-term consequences of health decisions, including those involving nutrition, protection from STIs, and sleep routines • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • consequences of bullying, stereotyping, and discrimination

Evaluation

Effective Athletic Behaviours – 60%

Journal Writing/Self Reflection – 20%

Conditioning/Skill Development – 20%

- Please see the PE8 marking rubrics for more detailed information about each evaluation area
- Students are assessed as individuals not compared to the group
- Elite athletes are not guaranteed high marks, novice athletes are capable of exceptional marks

General Course Format

- This course is designed to have some flexibility and will likely change through the duration of the course depending on student needs, the unit being studied and the weather conditions outside..
 - For example, a typical class will consist of a warmup, skill development, drills, game practice, some fitness and conditioning activities or stretching and yoga. Some lessons will include a brief written component and or journal entry
- First half of each lesson:
 - Classes will consist of a sport skill development section, practice and implementation of these skills in traditional and non-traditional sports
 - This may include: team sports, individual sports, dance, first aid, etc.
- Second half of each lesson:
 - This time will be used for dry-land conditioning and running
 - This may include: outdoor runs (rain or shine), circuit training, weight lifting, yoga, etc.

Expectations

Safety: VSS Physical Education emphasizes safety and all students will be given safety instruction prior to each skill. This will include guidelines to ensure a safe working environment for the school and in the field. Any students that cannot demonstrate essential safety skills risk missing field work.

Attendance: Our timetable requires that students attend regularly. Physical Education is a participation-based course, being prepared, engaged and having a positive attitude will positively affect grades. Students are given 5 minutes to change after the bell, and will be given 10-15 minutes to shower/change depending on the session.

Work Habits: This program requires above average work habits. Marks are (in general) a direct reflection of attitude and effort.

Being Prepared: Students are encouraged to keep their PE attire in their lockers. I suggest leaving appropriate clothing and footwear at school. Students without appropriate attire will participate where appropriate, and could be excluded for risk management purposes if clothing or footwear is unacceptable.

Internet Access: Students must abide by the "Internet Acceptable Use Agreement".

Other: This course encourages an exchange of ideas and opinions, however, there is an emphasis on expressing yourself in your own words. This means work that has been copied will not be accepted.

Please feel free to contact me via email (skelly@sd57.bc.ca) if you have any questions or concerns.