

Physical Health Education 10: Course Outline (Spring 2024)



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Office Location/Hours: Room 111 – After school hours/By appointment

Course Description

Physical and Health Education (PHE) is designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives. PHE 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.

- Physical education focuses on the development of physical literacy, which will contribute to building the competence and confidence students will need to participate in a variety of activities and environments throughout their lives.
- Health education focuses on the development of knowledge, skills, attitudes, and beliefs related to health literacy and encompasses a number of important health and safety topics, including nutrition, prevention of illness and injury, decision-making skills, healthy relationship skills, mental well-being, sexual health, and substance use.

Bringing together components of both physical and health education complements First Peoples perspectives and worldviews that recognize the importance of balancing all components of well-being to maintain a healthy and safe way of life. 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.

Big Ideas

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.	Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives.	Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.	Personal fitness can be maintained and improved through regular participation in physical activities.
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Course Materials

To fully engage with the curriculum of PHE 10, you are asked to prepare the following essentials:

- Three-ring Binder: For organizing and storing all course-related documents and notes.
- Notebook: Required for note-taking throughout the course.
- Microsoft Teams: Necessary for accessing digital course materials, announcements, and for participation in online discussions. Please install it on your phone, tablet, or laptop.
- Uniform: Pattison PE Uniform including appropriate athletic footwear

If you need support with acquiring any course materials, please inform me or the school in advance.

Activities and Assessments

Throughout this course, a variety of activities and assessments are designed to engage you directly with the course content and support your journey towards becoming a strategic learner. The assessment percentages are broken down as follows:

- Physical Literacy & Social and Community Health (30%)
- Healthy and Active Living & Mental Well-Being (30%)
- Participation, Self and Peer Assessments (15%)
- Final Exam (25%)

Curricular Competency

Curricular Competency	Course Content
Physical Literacy	<ul style="list-style-type: none"> • Refine and apply movement skills in a variety of physical activities and environments • Apply and refine movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Demonstrate safety, fair play, and leadership in physical activities • Identify and participate in preferred types of physical activity • Identify and explain motivational factors influencing participation in physical activities
Healthy and Active Living	<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
Social and Community Health	<ul style="list-style-type: none"> • Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations • Analyze strategies for responding to discrimination, stereotyping, and bullying • Develop skills for maintaining healthy relationships and responding to interpersonal conflict • Analyze the potential effects of social influences on health
Mental Well-being	<ul style="list-style-type: none"> • Evaluate and explain strategies for promoting mental well-being • Explore factors contributing to substance use • Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence • Explore and describe factors that shape personal identities, including social and cultural factors • Describe the relationships between physical activities, mental well-being, and overall health

Class Expectations

Attendance and Participation

- **Active Participation:** Your active participation in all class activities is essential. I expect you to engage fully with the material and our discussions, which are central to our shared learning experience.
- **Coursework Submission:** Coursework should be submitted by the specified due dates. If you need support or anticipate difficulties in meeting these deadlines, please maintain close communication with me.
- **Timeliness:** It's also important to be on time and come to class prepared. Being punctual shows respect for the learning process and for everyone's time, including your own.
- **Accountability:** If you are absent, especially for in-class assignments like quizzes or tests, or if you miss any course content, it is your responsibility to reach out proactively to discuss alternatives or make-up assessments.
- **Late Arrivals:** Please attend each class on time. If you arrive outside of the 15 minutes after class starts, without prior notice to me, you will be marked absent.

Commitment to Inclusion

- **Valuing Diversity:** I treasure inclusion and strive to foster a welcoming and supportive learning environment. It's vital to demonstrate actions that are inclusive of everyone.
- **Mindful Communication:** Be mindful of your language and how we treat one another. Our classroom should be a safe space for everyone, regardless of age, physical status, socioeconomic status, sexual orientation, religion, nationality, or citizenship status.

Ethical Participation and Academic Integrity

- **Original Work:** Plagiarism and other forms of academic misconduct are serious offenses in this course. It's expected that you will acknowledge the works of others and submit only your original work that's created specifically for this course.
- **No Cheating:** Cheating undermines the value of our educational efforts and will not be tolerated.
- **Questions and Clarifications:** If you have questions about upholding the standards of academic integrity, it's important to discuss them with me.

Technology Use

- **Limited Use:** Phone use should be limited according to the class policy. It is important to ensure that mobile devices do not distract from the learning environment.

Collaboration and Mutual Respect

- **Importance of Collaboration:** Collaboration is key to learning and to the success of our learning community. You should try your best to collaborate with others and maintain healthy and respectful relationships with all members of this community.
- **Respectful Interactions:** This respect includes your fellow classmates, your teacher, and the classroom culture itself. We should all contribute to a culture of mutual respect.