



A.L. Fortune Physical and Health Education

Course Outline PHE 9-12: 2022-2023

The Physical and Health Education program at A.L. Fortune Secondary School is designed to assist students in acquiring the skills, knowledge, and attitudes which will help them attain an active healthy lifestyle and develop their potential; physically, mentally, emotionally, and socially.

Major Components:

The following are curricular competencies that are inclusive of Physical and Health Education for Grades 9-12:

Physical Literacy – 50% - Develop, refine, and apply fundamental movement skills, concepts and strategies in a variety of physical activities and environments. Apply methods of monitoring and adjusting exertion levels in physical activity. Develop and demonstrate safety, fair play, and leadership in physical activities.

Health and Active Living – 30% - Participate daily in physical activity designed to enhance and maintain health components of fitness. Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness. Propose healthy choices that support lifelong health and well-being. Identify factors that influence health messages from a variety of sources and analyze their influence on behavior. Identify and apply strategies to pursue personal healthy-living goals.

Mental Well-Being – 10% - Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations. Analyze strategies for responding to discrimination, stereotyping, and bullying. Propose strategies for developing and maintaining healthy relationships. Create strategies for promoting the health and well-being of the school and community.

Social and Community Health – 10% - Analyze strategies for promoting mental well-being, for self and others. Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others. Describe the relationships between physical activities, mental well-being, and overall health.

Assessment and Evaluation:

Assessment of student learning and achievement is accomplished through the systematic and consistent gathering of data (measured and observed) throughout the semester. This will include daily Social Responsibility Ratings (See attached) and rubrics based on the learning activities and units.

Student Expectations

Proper Attire: Students not attending class with appropriate attire (gym strip and proper shoes) will not be able to participate that day and may be given an alternate task. Clean lender strip and shoes will be

available to borrow if the student has forgotten athletic wear. The expectation is that the student will remain responsible for the learning outcomes missed for that class.

PHE strip should consist of the following: *A change of clothes* (not to be worn all day to other classes) which gives you a full range of movement and is suitable for all physical activities.

- Shorts, t-shirt, tights, or sweatpants.
- Socks and proper running shoes (indoor and outdoor).
- Sports cover ups such as sweatshirts and jackets.
- Please avoid jewellery for safety reasons and tie up long hair so that you can see.

Students will be discouraged from bringing backpacks into the gymnasium, so it is highly recommended they lock all valuables in the gym lockers or keep them in their school lockers.

There are no electronics, gum, food, or drink (other than water) in the gym unless permission is given by the teacher. We can not be responsible for lost or stolen items. Please leave any items of value in your school locker or at home.

We will be sharing the gym this year with at least one other class. We will be going outside even if the weather isn't "perfect" and students should be prepared to be out in the light rain or heat.

Attendance / Excused Absences:

While attendance is recorded separately from a student's grades, assessment and evaluation in Physical and Health Education requires the systematic and consistent recording of data over time. Frequent absences (excused or otherwise) DO NOT release the student from their responsibility to demonstrate the learning Standards for Physical Education and as such, it is strongly recommended that students attend class regularly. As a rule, if a student is "too sick" to participate in Physical and Health Education that day, should they be at school?

Much like an academic class, opportunities will be offered by the Physical and Health Education Department to allow students who have missed a class to make up the learning standards missed on that occasion. The gym is open most days at lunch. Flex and intramurals are great opportunities for students to make up missed outcomes. If a student fails to make-up missed PE classes, then the data for that outcome will be incomplete and could negatively affect student's grade. It is the students' responsibility to make-up any missed work!

Students and Parent/Guardian:

Please go over this outline with your child. If you have any questions, please contact your PHE teacher via email wfazan@sd83.bc.ca

Student Signature _____

Parent Signature _____

Date _____



A.L. FORTUNE SECONDARY

PHE SOCIAL RESPONSIBILITY RUBRIC

5 – OUTSTANDING

- Arrives to class on time, fully prepared to participate. Willingly engages in physical and health activities in the classroom, gymnasium, and other settings, exhibiting a positive attitude and enthusiasm toward the task. Displays focus, concentration and often puts forth extra effort when participating. Initiates and tries new tasks and activities, demonstrating a sense of confidence. Works co-operatively and collaboratively with peers, providing encouragement and support. Takes on varying roles and responsibilities (eg. Helping with equipment) and is respectful of peers, staff and community members. Plays fair and shows appropriate etiquette. Demonstrates leadership skills, accepts responsibility, organizes and makes plans, makes thoughtful decisions, and is a positive role model. Is aware and interested in the safety and well being of others. Continually sets personal goals, seeks out support, and regularly revises and modifies goals to aid in his/her own positive mind and body growth.

4 – GOOD

- Participates in physical and health activities in the classroom, gymnasium, and other settings, displaying a positive attitude. Concentrates and puts forth effort when participating in physical activities. Tries new tasks and is developing a sense of confidence. Works with others co-operatively and is respectful to classmates, staff, and community members. Takes on roles and responsibilities willingly. Plays fair and shows appropriate etiquette. Accepts responsibility and organizes and makes plans. Considers safety. Sets personal goals and works towards them.

3 – SATISFACTORY

- Participates in physical and health activities and usually displays effort. Tries new activities and challenges when given peer or teacher support. Works co-operatively with others and is respectful to classmates, staff, and community members. Will take on responsibility in areas of interest or when supported. Plays fair and follows appropriate etiquette. Usually considers safety. Sets personal goals and is developing implementation strategies.

2 – NEEDS ATTENTION

- Participates only when encouraged. Displays effort in activities of interest. Reluctant to try new activities or challenges. Needs reminders to work co-operatively and safely. Requires support from the teacher when in conflict situations. Sets personal goals but does not work toward implementation.

1 – NON PARTICIPATING

- Student is present, but unprepared for class and unable or unwilling to participate.

A (Absent) – NOT ATTENDING – No note and not excused