

École Panorama Ridge Secondary

Grade 9 Course Outline & Policies

The Big Ideas PHE Gr. 9



Evaluation:

- 60% Physical Literacy
- 20% Active Living
- 20% Health (Social and Community Health, Mental well-being)

Physical Literacy (60%) and Active Living (20%):

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	Participate daily in physical activity designed to enhance and maintain health components of fitness

Assessment examples (may vary teacher to teacher):

- -Daily participation mark /10, Unit participation mark, self-assessment, journals, Fitness testing, 2-3 lap school run /10

Health (20%): Social Health, Community Health, Mental Health

- 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 behaviour
- Identify and apply strategies to pursue personal healthy-living goals
- Reflect on outcomes of personal healthy-living goals and assess strategies used
- Propose strategies for avoiding and/or responding to potentially unsafe, abusive, 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
- Analyze strategies for promoting mental well-being, for self and others
- Strategies for managing problems related to mental well-being and substance use, for others
- 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

Assessment examples (vary teacher to teacher):

- *Guest speaker, journals, nutrition log, reflection*

PROFICIENCY SCALE

4 POINT SCALE/ NUMERICAL EQUIVALENT	EMERGING 1-5	DEVELOPING 6	PROFICIENT 7-8	EXTENDING 9-10
LETTER GRADE	C-	C, C+	B	A

Extending = 9 -10 In PE strip, on time, AWESOME attitude and participation, on task, STRONG consistent effort, respects peers and teacher, <u>offers to help with equipment and demonstrates LEADERSHIP.</u>	Proficient = 7-8 In PE strip, on time, GOOD attitude and participation, on task, STRONG consistent effort, respects peers and teacher, <u>offers to help with equipment.</u>
Developing = 6 In PE strip, on time, GOOD attitude and participation, on task, good consistent effort and respects peers and teachers.	Emerging = 1-5 Is late for class, not in full gym strip, negative attitude towards activities and fellow athletes, displays disruptive and disrespectful behaviour or puts out minimal effort. Is absent or truant.

****Please review the PHE Policy found on the PHE 8-10 PowerPoint Presentation****