

École Panorama Ridge Secondary

PHE Lifestyle 11/12 Course Outline & Policies

The Big Ideas Lifestyle 11/12



Class focus:

This course will expose students to a variety of recreational activities such as yoga, pickleball, badminton, visiting local parks, visiting the rec. center. The purpose of creating a lifestyle physical educational course is to create a non-competitive atmosphere where students feel confident to participate and focus on important elements of a holistic lifestyle, practicing gratitude and resiliency in the face of challenges. The emphasis is on individual and class interests in order to develop a more positive attitude towards being physically active throughout one's adult life. The goal of this course is that students will develop a personal lifelong plan for a balanced and healthy lifestyle, once they move on from high school.

Evaluation:

- 60% Participation and Safety
- 40% Health and well-being

Participation and Safety

- Demonstrate **safety, fair play, and leadership** in physical activities.
- Explain how the use of proper techniques prevents injury.
- Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities.
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Attend field trips and contribute to a positive learning environment.

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 and well-being

- Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities.
- Explain the importance of maintaining personal health.
- Identify and explain **motivational factors** influencing participation in recreational activities.
- Describe the impact of various types of physical activities on health and mental well-being.
- Establish a gratitude routine to continue to foster positive mental health.

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

<p>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> <u>Attends field trip</u></p>	<p>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></p>
<p>Developing = 6 In PE strip, on time, GOOD attitude and participation, on task, good consistent effort and respects peers and teachers.</p>	<p>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.</p>

****If a student misses a field trip, they are required to submit an assignment on TEAMS describing and showing an extracurricular activity they participated in (walk, sports, rec. center etc). Each field trip is worth 10 marks, reflection journal included.**