

M.B.C.I. Grade 10 Health – Course Outline (2014/ 2015)

TERM 1: HEALTHY LIFESTYLE PRACTICES

Active Living

- Demonstrate knowledge of healthy life style practice that contributes to disease/illness prevention, including mental illness/disorders.
- Determine different ways to promote active living for different age groups.
- Explain the concept of active living and the factors that may affect making personal choices.
- Examine ways technology may enhance and support a physically active lifestyle.
- Analyze factors affecting optimal physical performance.
- Analyze factors that influence personal and/or group decisions for active, healthy lifestyles.
- Evaluate the contribution of selected physical activities and/or exercises to physical fitness.
- Investigate the contribution of exercise/physical activity to optimal health and the prevention of disease.
- Explain how exercise of different intensities affects the structure and function of the cardiovascular and respiratory systems in the context of healthy living and the prevention of disease.

Nutrition

- Determine the nutritional value of a variety of foods using Canada's Food guide to Healthy Eating and other resources.
- Explain the importance of daily food choice for health promotion at various stages and for the prevention of chronic disease

TERM 2: RESPONSIBLE SEXUAL BEHAVIOUR

Healthy Relationships

- Analyze the components in different case scenarios for building and maintaining healthy relationships.
- Evaluate the benefits of effective communication skills for getting along with family, friends, and peers in school, community, and/or the workplace
- Identify potential adult roles and ways to prevent potential problems in developing meaningful relationships
- Describe the behaviours necessary for providing others with support and promoting emotional health and well-being.
- Show and understanding of ways to support others who are dealing with the loss of a friend or family member.

Human Sexuality

- Review the anatomy and physiology of the reproductive system of human beings.
- Identify and assess the advantages and/or disadvantages of different contraceptive methods.
- Describe the importance of and conditions for a healthy pregnancy
- Examine sexuality as it is portrayed in the media
- Examine the influences on making decisions for responsible sexual behaviour.
- Review personal responsibilities and sources of support with regard to sex-related health issues.
- Explain health issues related to HIV/AIDS
- Describe ways to prevent STIs to promote the health of society.

TERM 3: PERSONAL & SOCIAL MANAGEMENT

Substance Abuse

- Analyze issues concerning the use and abuse of legal and illegal substances.
- Examine current statistics on substance use as it affects healthy living, locally and nationally.

Stress Management

- Describe situations that cause personal stress.
- Examine the physiological and psychological effects of stress related to health and well-being.
- Examine the strategies and defense mechanisms that can be healthy or unhealthy ways of managing stress.

Goal Setting

- Assess personal attributes and talents across a variety of domains and assess how each contributes to self-esteem/self-confidence.
- Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing behaviour.
- Evaluate how various internal and external factors may have an impact on the achievement of personal and/or career goals.

EVALUATION

Your Health mark will constitute 25% of your total Phys. Ed. mark each term. The topics will vary according to each teacher. Your teacher will also determine the mark breakdown.

M.B.C.I. PHYSICAL EDUCATION GUIDELINES

The following are guidelines that will be implemented in all Physical Education classes this year regardless of the teacher. These guidelines are expected to be followed whether in the Red Gym, Blue Gym, outside fields or off campus activities. They have been established in your best interests and in the interests of our facility.

- **ALL** jewelry must be removed for classes
(E.g. earring, necklaces, rings, watches, hair clips, etc.)
 - ~ Please remove jewelry before entering the gym and keep it in your lockers for safety. Please note: Your teacher, their office, or the change room is not considered a locker.

- **NO** outdoor shoes allowed on the gym floor at any time
(This includes break, spares, lunch practices, and classes)
 - ~ Outdoor shoes must be removed in the foyer of the Blue Gym.

- Students are not allowed in the equipment room/under the stage without expressed permission by their teacher.
(If given permission to enter it is expected that the room will remain in the condition that you found it)

- Proper gym attire is expected for each class
(In accordance with M.B.C.I.'s dress code and the nature of Phys. Ed. class)
 - ~ Loose fitting shorts and t-shirt.
 - ~ Dress accordingly for the weather and activity.

Thank-you for your cooperation
M.B.C.I. Phys. Ed. Staff

M.B.C.I. PHYSICAL EDUCATION

Attitude and Participation Guidelines

- 55% ~ Likes socializing instead of participating
~ Often interfering with others
~ Often off-task
~ Rarely brings gym clothes
- 65% ~ Going through the motions
~ Trying to “survive” Phys. Ed. class
~ Shows no apparent (attempts at) improvement in physical skills
~ Contributes little to team play
~ Numerous “excuses” why can’t work hard
~ Wears proper gym clothes some of the time
- 75% ~ Exerts good effort
 o IF the teacher is watching
 o IF with friends
 o IF winning
 o IF good at activity
 o IF they like the activity ... iffy effort
~ Minimal apparent improvement in physical skills
~ Wears proper gym clothes some of the time
- 85% ~ Effort is consistent
~ Moves up and down the field/court with game play
~ Shows improvement in physical skills
~ Works/plays hard consistently
~ Wears proper gym clothes most of the time
- 95% ~ Consistently hustles
~ Consistently gives top effort
~ Consistently uses time efficiently to pursue challenging physical goals
~ Consistently changes into gym clothes
~ Consistently works to maintain and improve physical skills

Grade 10 Mark Breakdown

25% Attitude (Cooperation & Sportsmanship)

25% Skill Development

25% Health (breakdown of this mark to be determined by the teacher)

20% Effort & Contribution

5% Participation