



Physical and Health Education: Proposal for Grades 10–12 Curriculum

Context

Proposals for the Grades 10–12 curriculum in all areas of learning represent a first step toward articulating new graduation requirements. Policies and processes relevant to Grades 10–12 are currently under review and will be, as needed, realigned. For example, the Province needs to determine policies and processes pertaining to credentialing, provincial examinations, scholarships, and transcripts. Over the next two years, consultation will continue, and decisions will be made on these and other matters.

Some elements for Grades 10–12 have already been determined. For example:

- Core competencies remain central to BC’s redesigned curriculum framework and apply from Kindergarten through to graduation.
- Curriculum in Grades 10–12 will continue to have the same structure as that in Grades K–9, including Big Ideas, Curricular Competencies, and Content.
- Grades 10–12 provincial curricula will consist of both *core curriculum* (curriculum that all students are required to study) and *optional curriculum* (curricular options that students may choose from).

As with Grades K–9, the redesigned Grades 10–12 curriculum will support both disciplinary and interdisciplinary learning, encourage locally developed curriculum, and enable a variety of learning environments and school and classroom configurations. This flexibility supports teachers and students wanting to organize learning through interdisciplinary inquiries that focus on project-based learning, problem-based learning, or learning through design.

During the spring of 2015, Grades 10–12 teams met to begin mapping out the curriculum in each domain. The proposal presented below is for Physical and Health Education in Grades 10–12.

Proposal for Physical and Health Education

Provincial Core Curriculum

(Curriculum that all students are required to study)

- ✓ This proposal recommends that all students be required to take Physical and Health Education 10, as well as one additional Physical and Health Education elective option.
- ✓ Students may fulfill the elective option graduation requirement in the Physical and Health Education course of their choice.
- ✓ The curricular competencies in the core curriculum are similar but not identical to those in the optional curriculum.

Provincial Optional Curriculum

(Curriculum that provides choice and elective options for students)

- ✓ This proposal includes a draft optional curriculum for Fitness and Conditioning. As well, it contains a description of two potential courses: Outdoor Education, and Recreation and Leisure. Optional curriculum is also being considered for such topics as Exercise Science and Sports Medicine.
- ✓ These options allow for deeper study in one or more areas of Physical and Health Education and provide students with opportunities to specialize.
- ✓ In addition to these provincially developed options, teachers may wish to offer locally developed options. These could be created based on a provincially developed template or could combine elements from existing curriculum into new courses.
- ✓ If students pursue any one of these optional curriculum areas, they would meet the elective option graduation requirement.

Feedback on the Proposal

We welcome your feedback.

1. What do you like about the proposal? Please comment on both the core and optional curriculum.
2. What do you think should be improved? Please comment on both the core and optional curriculum.
3. Does the core curriculum require anything further to meet the needs of students graduating from BC schools? Please provide details.

BIG IDEAS

Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.

Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.

Healthy choices influence our physical, emotional, and mental well-being.

Healthy relationships can help us lead rewarding and fulfilling lives.

Advocating for the health and well-being of others connects us to our community.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • 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 opportunities and settings to participate in preferred types of physical activity <p>Healthy and active living</p> <ul style="list-style-type: none"> • 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, for self and others • Analyze health messages from a variety of sources and describe potential influences on health and well-being • Identify and apply strategies to pursue personal healthy-living goals • Reflect on outcomes of personal healthy-living goals and assess strategies used <p>Social and community health</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity • effects of different types of physical activity on the body • healthy sexual decision making • potential short- and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines • sources of health information, including professional documents, health and fitness magazines, and advertisements • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • consequences of bullying, stereotyping, and discrimination • physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours • signs and symptoms of stress, anxiety, and depression • influences of physical, emotional, and social changes on identities and relationships

Learning Standards (continued)

Curricular Competencies	Content
<p>Mental well-being</p> <ul style="list-style-type: none"> Analyze strategies for promoting mental well-being, for self and others Assess 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 	<p>Note: Some of the learning standards in the PHE curriculum address topics that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding opting for alternative delivery: http://www.bced.gov.bc.ca/policy/</p>

DRAFT

BIG IDEAS

Knowing how our bodies move and function during exercise helps us and others to stay safe.

Regular participation in different types of fitness activities helps us to meet the demands of daily living.

Using proper exercise technique and following a program helps us to reach our fitness goals.

Healthy choices have direct influences on our health and fitness.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Human anatomy and physiology</p> <ul style="list-style-type: none"> Describe how muscles produce movement in different parts of the body Describe the role of different energy systems in various types of fitness activities Apply anatomical terms to describe and analyze human movement Describe how different types of fitness activities influence the muscular system and the cardiovascular system <p>Principles of training</p> <ul style="list-style-type: none"> Develop and demonstrate appropriate exercise techniques for a variety of fitness activities Apply methods of monitoring and adjusting exertion levels in different types of fitness activities Create and implement a personalized fitness program Identify and apply strategies to pursue personal fitness goals Reflect on outcomes of personal fitness goals and assess strategies used <p>Healthy and active living</p> <ul style="list-style-type: none"> Participate daily in physical activity designed to enhance and maintain health components of fitness Explain how students' participation in different types of fitness activities can influence overall health and fitness Analyze health messages from a variety of sources and describe potential influences on health and well-being Describe the relationship between healthy eating and performance in different types of fitness activities Analyze and critique a variety of exercise myths and fads <p>Leadership and safety</p> <ul style="list-style-type: none"> Demonstrate a variety of leadership skills in different types of fitness activities Demonstrate role-modelling behaviours in different types of fitness activities Apply safety practices in different types of fitness activities, for self and others 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> bones of the skeletal system different types of muscle, including cardiac and skeletal muscle relationships between energy systems and muscle fibre types different types and functions of connective tissue anatomical terminology, including terms of reference, planes of motion, and joint movements muscular system cardiovascular system components of an exercise session proper exercise techniques exercise safety ways to monitor and adjust physical exertion levels, including heart rate monitoring and percentage of one repetition maximum principles of program design training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity effects of different types of fitness activities on the body sources of health information, including professionally produced health pamphlets, health and fitness magazines, and advertisements roles of different types of nutrients exercise etiquette

Other Proposed Optional Curriculum

Outdoor Education

This curriculum is proposed as a PHE 11–12 elective study designed to enable students to develop an understanding and appreciation of the different types of outdoor physical activities they can participate in. Students will also explore how participation in various types of outdoor activities can influence the health and well-being of individuals and the environment. Students considering a career and/or educational path related to outdoor recreation, environmental conservation, or other related area would benefit from this curriculum, as would students wanting to learn more about participating in outdoor physical activities.

Recreation and Leisure

This proposed PHE 11–12 curriculum elective enables students to explore and learn about the concept of recreation through participation in a variety of physical activities that fit their interests and passions. Students considering a career and/or educational path related to recreation and leisure would benefit from this curriculum, as would students wanting to incorporate recreational activities.