



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	Healthy Active Living Education	Course Code:	PPL 30
Course Type:	Grade 11 Open	Credit Value:	1.0
Teachers(s):	Mr. Grasby, Ms. Mastrandrea		

Course Description:
 This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Course Overall Expectations:

Strand	Overall Expectations
Living Skills	demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade
Active Living	participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
	demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy active living;
	demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.
Movement Competence: Skills, Concepts, and Strategies	perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
	apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.
Healthy Living	demonstrate an understanding of factors that contribute to healthy development;
	demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
	demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as *assessment for learning*), helping to set learning goals and monitor their own progress (known as *assessment as learning*), and evaluation and reporting of progress in the form of grades and marks (known as *assessment of learning*).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
<p>Interactive Activities Students participate and interact in supportive, enjoyable, and challenging settings both on and off the school site. They experience various types of physical activities that promote participation, responsible behavior, effective group work skills, personal safety, and the safety of others.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Daily Participation, presentations, leadership, group work</p>
<p>Personal Fitness This unit emphasizes the understanding students need to lead a healthy active life well beyond high school. Students address personal needs by monitoring, assessing, and revising individual action plans that focus on vigorous physical activity for sustained periods of time, health goals, and strategies to enhance lifelong participation.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Pre-fitness testing Daily participation Summative - final fitness review and reflection</p>
<p>Healthy Living Students investigate the impact of health issues on themselves and others while studying the impact of food choices on their personal health, sexual and reproductive health, relationship violence, personal safety, and mental health. Students demonstrate an understanding of the strategies and skills required in making good decisions, setting goals and managing stress. The connection between positive mental health, stigma reduction and healthy relationships are examined and related to a healthy lifestyle.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Pre-test subject matter Active participation in class discussion, leadership applications Summative - test, presentations or visual display</p>
<p>Large and Small Group Activities Students participate in a balanced selection of activities from each of the four-sport/game categories: <i>Invasion/Territory, Net/Wall, Striking/Fielding, and Target</i>. Opportunities, in challenging settings, are provided to enhance student's physical skills and develop their ability to apply sport/game strategies. Each activity focuses on two aspects: Personal improvement of physical skills (specific skills connected to sports/games) through the application of the movement principles (biomechanical principles) to refine movement. Understanding sports/games strategies by addressing the primary elements of play (e.g., possession, invasion, and scoring). Students should recognize that the physical skills and strategies they learn in one sport/game are transferable to many sports/games. They should also recognize that, by participating in sports and games, they are establishing healthy, active lifestyles.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Pre-test of skills Daily participation Summative - Skills tests, game play knowledge and application, rules tests, research, presentation</p>
<p>Body Management Activities This unit provides opportunities for students to practice, develop, and refine their movement skills and build their levels of fitness through physical activities that teach body management, control of body rhythm, creativity, sequencing, composition, and stability. Students develop their aesthetic understanding of movement through dance, aquatics, fitness enhancers, weight training, gymnastics, wrestling/combatives, recreation/leisure activities, and track and field. The personal improvement of physical skills through the application of movement principles to refine movement skills (e.g., space awareness, relationships with people and equipment, effort and body awareness) is the focus.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Daily participation Summative - demonstrates skills and knowledge associated with chosen activities.</p>
<p>Course Culminating Activity/Independent Study Tasks will be selected that reflect learning and skill activity expectations from each unit of activity and from each achievement category. Tasks will be selected from the TVDSB Health and Physical Education Summative Supplement 2005 and/or the TVDSB Health and Physical Education Alternative Summative Supplement 2007.</p>	

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	20%
Thinking/Inquiry	10%
Communication	15%
Application	55%

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Work	70%
Final Evaluation	30%

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

1. Responsibility
2. Organization
3. Independent Work
4. Collaboration
5. Initiative
6. Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.)

These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale:

E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments will apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*