



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

-Course Name:	Healthy Active Living Education	Course Code:	PPL 10
Course Type:	Grade 9 Open / Male / Female	Credit Value:	1.0
Teachers(s):	Mr. Douglas, Mr. Grasby, Ms. Mastrandrea,		

Course Description:

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. This course equips students with 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, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. 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;
	identify strategies to minimize potentially dangerous situations (e.g., violence prevention, injury prevention);
	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 Throughout this unit, students will participate and interact in a supportive, fun, and challenging setting to experience various types of activities that promote participation, responsible behaviour and effective group work skills.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Daily participation, presentations, leadership, group work Summative - organization and leadership of an activity</p>
<p>Physical Fitness Students will develop an understanding of the components of health-related fitness (cardiorespiratory, muscle strength and endurance, flexibility) and the potential benefits that can be achieved. They will assess their fitness levels and design a personal program intended to evaluate self-identified goals. Through engagement in a variety of fitness activities, students will demonstrate improvement in their personal fitness level.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Pre-fitness testing Daily participation Summative - final fitness test and reflection</p>
<p>Healthy Living This unit emphasizes the knowledge and skills students need to lead a healthy active life. Students will investigate issues related to healthy eating, personal safety and injury prevention (mental health concerns, responding to bullying/harassment and safe use of technology), substance use and abuse, healthy sexuality, and CPR (cardiopulmonary resuscitation). Opportunities to develop decision-making and assertion skills will be provided throughout each topic.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL)Pretest subject matter Active participation in class discussion Summative - test, presentation or visual display</p>
<p>Large and Small Group Activities Throughout this unit, students participate in a balanced selection of activities from each of the four sport/game categories: <i>Invasion/Territory</i>, <i>Net/Wall</i>, <i>Striking/Fielding</i> and <i>Target Activities</i>. They experience opportunities in challenging settings to enhance their physical skills and develop their ability to apply sport/game strategies. Each activity focusses on two aspects. 1. Personal improvement of physical skills through the application of the movement principles to refine movement skills. 2. Understanding sports/games strategies by addressing the primary elements of play (e.g., possession, invasion, and scoring). Recognizing that the physical skills and strategies they learn in one sport/game are transferable to many sports/games encourages ongoing learning and promotes healthy active living.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Pretest 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 practise, develop, and refine their movement skills and build their levels of fitness through physical activities that teach body management, body movement and rhythm, creativity, sequencing, composition and stability. Students develop their aesthetic understanding through dance, aerobics, gymnastics, wrestling/combat, recreation/leisure activities, or 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 - will be an activity based project, and/or a portfolio of activities representing the units of the course and all achievement categories and a fitness assessment and reflection. These 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/Weighting 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 | 4. Collaboration |
| 2. Organization | 5. Initiative |
| 3. Independent Work | 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*