



**THAMES VALLEY DISTRICT SCHOOL BOARD**  
**London Central Secondary School**



**COURSE OUTLINE 2019-2020**

<b>Course Name:</b>	Healthy Active Living Education	<b>Course Code:</b>	PPL 40
<b>Course Type:</b>	Grade 12 Open	<b>Credit Value:</b>	1.0
<b>Teachers(s):</b>	Mr. Douglas		

**Course Description:**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can 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><b>Interactive Activities</b> Students participate and interact in supportive, enjoyable, and challenging settings both on and off the school site that encourage lifelong participation. They demonstrate skills and strategies that promote personal safety, injury prevention and positive social skills that enhance group interaction.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Demonstrate leadership, organization in planning activities for class Daily participation</p>
<p><b>Personal Fitness</b> This unit emphasizes the skills and information students need to acquire and demonstrate in order to lead a healthy active life well beyond high school. Students address their current personal activity agenda and forecast how they may change in the future. After analysing the benefits of life-long participation they describe and apply strategies that promote active participation. Students continue to refine their personal health-related fitness programs, with an emphasis on safety guidelines (equipment, facilities, supervision) in school and the community.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Daily participation Develop personal fitness program and monitor progress</p>
<p><b>Healthy Living</b> Students investigate how culture and society impact individual perceptions and expressions of sexuality. Students demonstrate an understanding of the strategies used to enhance personal mental health while exploring depression, anxiety, and suicide. Students promote personal safety and injury prevention through their ability to show harmony among people, and respect for self and others in resolving conflict.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Participate as leader in health fair, providing information, and promotion of healthy behaviours Demonstrate an understanding of health issues thru presentation or other methods Daily participation all aspects</p>
<p><b>Large and Small Group Activities</b> Students participate in a balanced selection of activities from each of the four sport/game categories: <i>Invasion/Territory, Net/Wall, Striking/Fielding, and TargetActivities</i>. Opportunities, in challenging settings, are provided to enhance students' physical skills and develop their ability to apply spot/game strategies. Each activity focuses on two aspects: 1. Demonstration of personal competence of physical skills (specific skills connected to sports/games) through the application of the movement principles (biomechanical principles) to refine movement. 2. Applying the guidelines and strategies that enhance participation in sports/games by addressing the primary elements of play, e.g., possession, invasion, placement 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. They should also demonstrate responsibility for their personal safety and the safety of others.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Daily Participation Self-evaluation Skill tests Game and tournament play Understanding of all rules Leadership in activity</p>
<p><b>Body Management Activities</b> Students apply movement principles to refine their movement skills and improve their levels of fitness through a variety of physical activities. These activities teach body management, kinaesthetic awareness, and control of body rhythm, sequencing, stability, and creativity. Students develop their aesthetic understanding through weight training, fitness enhancers, wrestling/combatives, recreation/leisure activities, and yoga, 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. Students demonstrate behaviour that minimizes risk to themselves and others.</p>	<p>Diagnostic (AaL, AfL) Formative (AfL) Summative (AoL) Daily Participation demonstrating knowledge and skills in a variety of activities</p>
<p><b>Course Culminating Activity/Independent Study</b> Tasks will reflect learning and skill activity expectations from each unit of activity.</p>	

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.	
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**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:

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|---------------------|--------------------|
| 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*