

## **Canterbury High School**

Ottawa-Carleton District School Board  
Physical and Health Education Department

Semester II – 20010/2011 Course Outline

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**Course:** Healthy Active Living

**Course Code:** PPL 10

**Prerequisite:** None

**Grade Level:** 9

**Credit Value:** 1

### **Course Overview** 110 hours

The development of sound learning skills is essential to the success of our students. Teachers and students will work together to understand and further the development of the students learning skills in the areas of initiative, work habits, organization, team work and independent work. At Canterbury students who earn a place on the honour role must exhibit learning skills in all courses.

This course emphasizes participation in a variety of physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and participate in activities designed to develop goal-setting, communication, and social skills.

### **Overall Curriculum Expectations**

**Strands:** Active Living

**Expectations:** *At the end of grade 9, students will:*

- participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- demonstrate improvement in personal health-related physical fitness;
- demonstrate safe practices regarding the safety of themselves and others.

**Strands:** Physical Activity

**Expectations:** *At the end of grade 9, students will:*

**Strands:** Physical Activity, Active Living

- demonstrate personal competence in applying movement skills and principles;
- demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities.

**Strands:** Healthy Living

**Expectations:** *At the end of grade 9, students will:*

- identify the factors that contribute to positive relationships with others;
- explain the consequences of sexual decisions on the individual, family, and community;
- demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis);

- identify strategies to minimize potentially dangerous situations (e.g., violence prevention, injury prevention).

**Strands:** Living Skills

**Expectations:** *At the end of grade 9, students will:*

- use appropriate decision-making skills to achieve goals related to personal health;
- explain the effectiveness of various conflict resolution processes in daily situations;
- use appropriate social skills when working collaboratively with others.

### **Units of Study**

Unit #1: Interactive Activities	10 hours
Unit #2: Physical Fitness	20 hours
Unit #3: Healthy Living	30 hours
Unit 4: Large and Small Group Activities	34 hours
Unit 5: Body Management Activities	16 hours

### **Teaching Strategies**

- |                          |                                   |
|--------------------------|-----------------------------------|
| • peer tutoring          | peer leadership and demonstration |
| • rubrics                | discussion and reflection         |
| • investigative research | small group work                  |
| • multi media usage      | brainstorming                     |
| • teacher demonstration  | think, pair, share                |
| • rubrics                | cooperative learning              |
| • guest instructors      | skill, drill and review           |

### **Assessment and Evaluation Strategies**

A variety of term assessment and evaluation tasks will be assigned to students such as:

- skill tests, rule tests, observation skill and participatory analysis
- summative fitness performance
- summative written performance
- self and peer assessment checklists

### **Evaluation Summary**

. Throughout the semester students will be assessed on curriculum expectations, receive feedback on learning, and be given opportunities to improve performance within the four categories of learning. In the term grade the evaluation weight in each category of learning is as follows:

Application	60%
Communication	10%
Knowledge and Understanding	10%
Thinking and Inquiry	20%

The marks in each of the categories of learning will be combined to form the term grade which is worth 70 %.

## **MARK WEIGHTING GUIDELINES – 70% FORMATIVE PORTION**

### **A. Categories, Suggested Data Gathering Methods and Evaluation**

**Application: (42%)** Methods of evaluation are based on the participation rubrics which include readiness to participate, effort, initiative, fair play, respect and support, leadership and cooperation. Activity rubrics will emphasize the attempt and ability to implement instructed skills. The pre fitness evaluation will be included in the application section.

**Knowledge and Understanding: (14%)** Methods of evaluation include activity rule tests, health tests concerning relationships, sexuality, substance abuse and C.P.R.

**Communication: (7%)** Methods of evaluation are based on the communication rubric which is based on positive peer interaction, appropriate use of language, presentation methodologies, resolution of conflict,

**Thinking and Inquiry: (7%)** Methods of evaluation are based rubrics that emphasize safety, strategic and tactical game applications. Thinking and inquiry evaluations are also made during health class through presentations and assignments

## **GUIDELINES – 30% SUMMATIVE PORTION**

Towards the end of the course, students will complete three summative evaluations: a performance fitness task that will comprise of 10%, a summative examination comprised of 10 % and a cumulative written task worth 10 %.

The written summative examination will take place during class time just prior to the school formal examination period

1. 10% Summative Post Fitness Test
2. 10% Examination and/or Physical Activity Task
3. 10% Written Assignment: Personal Fitness Plan

**References:** <http://www.curriculum.org/csc/library/profiles/9/html/2POHAL.htm>