

**Canterbury High School**  
Ottawa-Carleton District School Board  
Physical and Health Education Department  
Semester II – 2010/2011 Course Outline  
Course Instructors: John Corrente, Kelly Searle and Susan Walter

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**Course:** Healthy Active Living  
**Course Code:** PPL 20  
**Prerequisite:** None

**Grade Level:** 10  
**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.

**Description / Rationale**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

**Overall Curriculum Expectations**

**Strand: Active Living**

**Expectations:** *By the end of the course, students will:*

- participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation;
- demonstrate personal health-related physical fitness;
- demonstrate responsibility for personal safety and the safety of others.

**Strand: Living Skills**

**Expectations:** *By the end of the course, students will:*

- identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living;
- demonstrate understanding of conflict resolution, anger management, and mediation;
- use appropriate social skills and positive attitudes when interacting with others.

**Strand: Physical Activity**

**Expectations** *By the end of the course, students will:*

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

**Strand: Healthy Living**

**Expectations:** *By the end of the course, students will:*

- explain strategies to promote positive lifestyle choices and relationships with others;
- demonstrate understanding of the factors affecting human sexuality as it relates to themselves and others;
- demonstrate understanding of the issues and coping strategies related to substance use and abuse;
- explain how healthy eating fits into a healthy lifestyle.

**Unit Titles (Time + Sequence)**

Unit 1 Outdoor Interactive Activities	12 hours
Unit 2 Personal Fitness	23 hours
Unit 3 Healthy Living	30 hours
Unit 4 Large and Small Group Activities	30 hours
Unit 5 Body Management Activities	15 hours

**Teaching Strategies**

- peer tutoring
- rubrics
- investigative research
- multi media usage
- teacher demonstration
- rubrics
- guest instructors
- peer leadership and demonstration
- discussion and reflection
- small group work
- brainstorming
- think, pair, share
- cooperative learning
- 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 assignments, presentations and tests concerning personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

**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.edu.gov.on.ca/eng/curriculum/secondary/health910curr.pdf>