

Canterbury High School

Ottawa-Carleton District School Board
Physical and Health Education Department

Semester 1 – 2010/2011 Course Outline

Course Instructors: Chris Bain, John Corrente, Kelly Searle, Susan Walter

Course: Healthy Active Living

Course Code: PPL 30

Prerequisite: None

Grade Level: 11

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. At the same time, the course will help students develop the knowledge, skills and attitudes needed to maintain a healthy lifestyle and a commitment to lifelong participation in physical activity. Students will be encouraged to pursue physical activities outside the school program for personal fitness, health and enjoyment.

Overall Curriculum Expectations

Strands: Active Living

Expectations: *At the end of grade 11, 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 physical fitness;
- demonstrate responsibility for their personal safety and safety of others

Strands: Physical Activity

Expectations: *At the end of grade 11, students will:*

Strands: Physical Activity, Active Living

- demonstrate personal competence in applying movement skills and principles;
- apply their knowledge of guidelines and strategies that can enhance their participation in recreational and sports activities

Strands: Healthy Living

Expectations: *At the end of grade 11, students will:*

- demonstrate an understanding of sexual and reproductive health.
- explain the consequences of sexual decisions on the individual, demonstrate, in a variety of settings, the knowledge and skills that reduce risk to personal safety.
- describe the influence of mental health on overall well-being.

Strands: Living Skills

Expectations: *At the end of grade 11, students will:*

- use decision-making and goal setting skills to promote healthy active living;
- demonstrate an ability to use stress management techniques;
- demonstrate the social skills required to work effectively in groups and develop positive relationships with their peers

Units of Study

Unit 1	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

Unit 1: Interactive Activities

Time: 12 hours

Unit Description

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 behaviour, effective group work skills, personal safety, and the safety of others.

Unit 2: Personal Fitness

Time: 23 hours

Unit Description

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.

Unit 3: Healthy Living

Time: 30 hours

Unit Description

Students investigate the impact of health issues on themselves and others while studying 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 and healthy relationships are examined and related to a healthy lifestyle.

Unit 4: Large and Small Group Activities

Time: 30 hours

Unit Description

Students participate in a balanced selection of activities from each of the four-sport/game categories (Invasion/Territory, Net/Wall, Striking/Fielding, Target). Opportunities, in challenging settings, are provided to enhance students' physical skills and develop their ability to apply sport/game strategies. Each activity focuses on two aspects:

1. Personal improvement of physical skills (specific skills connected to sports/games) through the application of the movement principles (biomechanical principles) to refine movement.
2. 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.

Unit 5: Body Management Activities

Time: 15 hours

Unit Description

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, control of body rhythm, creativity, sequencing, composition, and stability. Students develop their aesthetic understanding of movement through dance, aquatics, fitness enhancers, weight training, gymnastics, recreation/leisure activities, and track and field.

Teaching Strategies

Lecture – an oral presentation of facts or principles during which the learner is responsible for taking appropriate notes

Demonstrations/modelling – performing a skill or activity in order to show how to do it

– guiding students to predetermined learning through the use of lower order questions

Drill and Practise – repetition of fundamental skills to enhance speed and accuracy of performance

Guides for Reading, Listening, and Viewing – structured formats intended to direct students to appropriate learning expectations in reading, listening, or viewing

Inquiry – an organized process for investigating a significant question

Problem Solving – an organized process for solving a problem

Research – gathering and interpreting data on a specific topic

Case Studies – investigation of a specific event, situation, or person to develop an understanding of factors that can be generalized to other situations

Reflection – process of thinking about and connecting ideas, experiences, and learnings

Debate – the presentation of opposing sides of an issue by two teams/individuals before an audience or judge

Cooperative Group Learning – a variety of interdependent learning structures where students learn in small heterogeneous groups

- *Jigsaw* – Students are divided into “home” groups. Each student in the group moves into a different expert group to gather information (provided by the teacher, or through research), then goes back to the home group to share information.
- *Think/Pair/Share* – Students begin thinking about a concept on their own, then work with a partner to share and discuss ideas.

- Snowballing – pairs of students begin sharing ideas. After a few minutes, the pairs join with another pair to form a group of four to share ideas. The groups continue to combine to form groups of 8 then 16. New ideas are added and discussed.

Learning Circles – small groups of students who discuss a common test, topic, or problem in order to deepen understanding

Brainstorming – a group activity in which participants are encouraged to think uncritically about all possible ideas, approaches, or solutions

Role Playing – assuming the role of another and acting out a situation to develop understanding and insights

Peer Coaching – a structured situation where students teach and learn from each other

Experiential Learning – a situation requiring a high level of active involvement in their own learning. These activities may include analysing, drawing inferences or conclusions, providing reasons and evidence for conclusions, or reflecting on experiences in analysing, inferring, decision-making, and drawing, and conclusions.

Independent Project – a formal assignment on a topic related to the curriculum

Learning Contracts – a plan of instruction allowing students to proceed at their own rate in learning specified material

Assessment Strategies

One of the critical professional judgements teachers must make is to appropriately match the assessment strategy(s) to the type(s) of learning being assessed. There is a wide variety of assessment strategies available to teachers. Assessment strategies are “what the teacher will have the students doing to demonstrate their learning.” See www.ophea.net.

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| • 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 formative evaluation (term grade) the evaluation weight in each category of learning is as follows:

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

This the marks in each of the above categories of learning will be combined to form the formative evaluation worth 70% of the course evaluation.

Towards the end of the course, students will complete three summative evaluations for a total of 30% of the course evaluation: a performance fitness task (post fitness test) that will comprise of 10%, a summative written exam worth 10 % and skill task worth 10%..

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

References: <http://www.curriculum.org/csc/library/profiles/11/html/2POHAL.htm>