



The Bishop Strachan School
Department Name: Health and Physical Education

Course Title: Large Group Activities

Grade Level: 11

Ministry Course Code: PAL30

Teacher's Name: Janice Turner

Developed by: Sharon Djordjevic

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Developed from: The Ontario Curriculum Document, Health and Physical Education 2000- Grades 11 and 12

Text: None

Prerequisite: PPL10

Credits: 1.0

Length: 110 hours

Course Description/Rationale

This course focuses on the development of sports knowledge and strategies through participation in a variety of sports. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, and personal safety.

Overall Curriculum Expectations

Physical Activity

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

Active Living

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

Healthy Living

6. demonstrate in a variety of settings, the knowledge and skills that reduce risk to personal safety;
7. explain how healthy eating fits into a healthy lifestyle;

Living Skills

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

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Ultimate	11				11
2. Soccer	11				11
3. Basketball	11				11
4. Volleyball	11				11
5. Lacrosse	14				14
6. Fitness	10			4	14
7. Healthy Eating	10			4	14
8. Personal Safety and Injury Prevention	10			4	14
9. Summative	10				10
Total	98				110

Unit Descriptions

Unit 1 – *Ultimate*

In this unit, students will learn the various movement skills, strategies, and rules and regulations associated with the territory game of ultimate.

Unit 2 – *Soccer*

In this unit, students will learn the various movement skills, strategies, and rules and regulations associated with the territory game of soccer.

Unit 3 – *Basketball*

In this unit, students will learn the various movement skills, strategies, and rules and regulations associated with the territory game of basketball.

Unit 4 – *Volleyball*

In this unit, students will learn the various movement skills, strategies, and rules and regulations associated with the striking game of volleyball.

Unit 5 – *Lacrosse*

In this unit, students will learn the various movement skills, strategies, and rules and regulations associated with the territory game of lacrosse.

Unit 6 – *Fitness*

In this unit, students will learn about the components of fitness, set fitness goals, monitor their fitness levels and goals, and how to create a fitness plan to meet specific fitness goals.

Unit 7 – *Healthy Eating*

In this unit, students will learn about how to eat healthy for sports, fitness, and school. Students will also look at dieting, body image, and various eating issues.

Unit 8 – *Personal Safety and Injury Prevention*

In this unit, students will describe the different types of violence and abuse, as well as demonstrate an understanding of the causes. Students will look at what makes a healthy relationship and how to avoid or eliminate violence and abuse in relationships

Unit 9 - *Summative*

In this unit, students will be participate in a six games, one for each of the sports units covered, and will be assessed on their leadership, game play, and sport knowledge. There will also be a final fitness test.

Teaching/Learning Strategies

<input type="checkbox"/> Lecture	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Group critique
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Group work	<input type="checkbox"/> Videotape critique
<input type="checkbox"/> Reading	<input type="checkbox"/> Practical exercise	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Structured discussion		<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Drill	<input type="checkbox"/> Discovery	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Case study	<input type="checkbox"/> Seminar	<input type="checkbox"/> Game
<input type="checkbox"/> Role play	<input type="checkbox"/> Research project	

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Presentations	Self evaluation	Teacher anecdotal records
Journals	Role playing	Peer evaluation	Checklists
Research Projects	Skill Testing	Classroom discussion	Rubrics
	Application Skills	Seminars	

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies	
70%	1. Ultimate/10 hours	1,2,3,10	Sports Knowledge Test Skill Testing Application Skills	
	2.Soccer/10 hours	1,2,3,4,5,10	Sports Knowledge Test Skill Testing Application Skills	
	3. Basketball/10 hours	1,2,3,4,5,10	Sports Knowledge Test Skill Testing Application Skills	
	4. Volleyball/ 10 hours	1,2,3,5,10	Sports Knowledge Test Skill Testing Application Skills	
	5. Lacrosse/ 14 hours	1,2,3,5,10	Sports Knowledge Test Skill Testing Application Skills	
	6. Fitness/ 14 hours	4,9	Fitness Testing Journal	
	7. Healthy Eating /14 hours	7,8	Project	
	8. Personal Safety and Injury Prevention / 14 hours	5,6,7	Project Role play Movie Reflection	
	30%	9. Summative /10 Hours	1,2,10	Game Play/Sport Evaluation
				Fitness Testing
			4,8	Sports Strategy Test
			1,2	

Course Resources

Books

OPHEA Resource Binder

Ministry of Education: Course Profiles

Positive Choices

Teaching Sport Concepts and Skill by L. Griffin, S. Mitchell, and J. Oslin

The Sports Rule Book: Essential Rules for 54 Sports, Human Kinetics

Task Sheets

Girls Field Lacrosse, B. Boyes, Physical Education Department, Ajax High School

NCCP Coaches Manual Level 1

Volleyball: Steps to Success, B. Viera, and B. Ferguson

Basketball Drills for Success, B. Pango

DVD'S

Positive Choices

Documentary: *This is My Body: A Film by High School Girls*

Love Taps

Websites

<http://www.e-lacrosse.com/1999/cummings/13.html>

<http://www.ultimatehandbook.com>

Achievement Chart – Health and Physical Education, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., foundational skills, facts, terms, characteristics, symbols)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., ideas, processes, relationships, techniques, strategies, principles, patterns, concepts)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving, conflict resolution)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual, and written forms (e.g., <i>oral</i> : role plays, interviews, presentations; <i>visual</i> : posters, collages, graphic organizers, electronic representations; <i>written</i> : pamphlets, flyers, journals, fitness plans, reports)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences (e.g., self, peers, teachers, community) and purposes (e.g., to inform, instruct, persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills in familiar contexts – fundamental movement skills – principles of movement, sports strategies – interpersonal skills (e.g., team work, fair play, leadership) – health concepts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts – fundamental movement skills – principles of movement, sports strategies – interpersonal skills (e.g., team work, fair play, leadership) – health concepts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between health concepts, personal development, physical fitness, active participation, safe practices, and healthy living)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness