



The Bishop Strachan School
Department Name: Health and Physical Education

Course Title: Healthy and Active Living Education

Grade Level: 9

Ministry Course Code: PPL1OP

Teacher's Name: Linda Leckie

Developed by: Linda Leckie

Date: June 20, 2006

Revision Date: September 1, 2009

Developed from: Ontario Curriculum Document, Health and Physical Education 2000- Grades 9 and 10

**Text: Healthy Active Living- Keep Fit, Stay Healthy, Have Fun
Thompson Educational Publishing Inc.**

Prerequisite: None

Credits: One

Length: 110 hours

Course Description/Rationale

This course emphasizes regular participation in a variety of enjoyable 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 will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

Overall Curriculum Expectations

Physical Activity

1. demonstrate personal competence in applying movement skills and principles;
2. demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport 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 safe practices regarding the safety of themselves and others;

Healthy Living

6. identify the factors that contribute to positive relationships with others;
7. explain the consequences of sexual decisions on the individual, family, and community;
8. 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);
9. identify strategies to minimize potentially dangerous situations; (e.g., violence prevention, injury prevention)

Living Skills

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

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Flag Football	8				8
2. Bronze Medallion	15			1	16
3. CPR	10			1	11
4. Personal Safety and Injury prevention	6				6
5. Outdoor Winter Activities	8				8
7. Personal fitness training	8			2	10
8. Self defense	4				4
9. Indoor Games	8				8
10. Outdoor Games	8				8
11. Substance use and Abuse	10				10
12. Sexuality	8				8
13. Tamakwa Outdoor Adventure		8			8
Summative	5				5
Total	98	8		4	110

Unit Descriptions

Unit 1 – Flag Football

The Flag Football unit introduces students to this sending and receiving sport. In this unit students develop new skills for successful participation in Flag Football, game tactics, enhance team play and leadership skills and learn the rules of each game

Unit 2 – Bronze Medallion – Life Saving Award

This unit will introduce students to more complex water rescue situations and how to respond. Students will work on increasing their physical fitness, judgment and decision-making skills.

Unit 3 – Emergency First Aid and CPR-B

This unit introduces students to basic CPR techniques. Students will learn the procedures to follow in case of an emergency involving Artificial Respiration, Obstructed Airway conscious and unconscious in addition to Cardio Pulmonary Resuscitation. Students may also receive the Heart and Stroke basic rescuer CPR certification.

Unit 4 – Personal Safety and Injury Prevention

Students will be introduced to the specific types of violence and their causes and develop strategies to address both physical and non-physical violence in the lives of youth. Students will demonstrate effective personal strategies to minimize and avoid personal injury.

Unit 5 – *Outdoor Winter Games*

The Winter Games unit exposes students to a variety of winter activities; namely, X country skiing, snow shoeing, snow games, tobogganing and skating. Students learn about the importance of being prepared for the outdoors as well as develop physical skills related to winter activities.

Unit 6 – *Basketball*

The basketball unit introduces students to this sending and receiving sport. In this unit students develop new skills for successful participation in basketball, game tactics, enhance team play and leadership skills and learn the rules of each game

Unit 7- *Personal Fitness Training*

This unit provides the student with opportunities to improve their level of fitness while addressing all of the components of physical fitness.

Unit 8- *Self Defense*

This unit introduces students to scenarios where they may be required them to escape or defend themselves from harm. Students will demonstrate environment observation techniques used to avoid possible dangerous situations.

Unit 9- *Indoor Games*

The indoor games unit introduces students to two different games; Floor hockey, and European Handball. Students build on the fundamental skills of each game, game tactics as well as game rules and refereeing skills.

Unit 11- *Outdoor Games*

The outdoor games unit introduces students to two different games of their choice. Students will select from a menu of choices that include: Ultimate Frisbee, Aussie Rules Football, Tennis, Rugby, and Softball.

Unit 12- *Substance use and Abuse*

The substance abuse unit introduces students to facts about alcohol, drugs and tobacco. In this unit students learn about the effects of alcohol, tobacco and drugs on their bodies. Additionally, students learn decision making and assertion skills in relation to substance abuse.

Unit 13- *Sexuality*

The sexuality unit introduces students to various aspects of their sexuality. The unit examines the following sexual health topics: the developmental stages of sexuality, responsible sexual relationships, birth control, STD's, and decision making strategies.

Unit 14- *Tamakwa Outdoor Experience*

The grade 9 trip to Tamakwa introduces students to outdoor skills as well as important living skills. These living skills include decision-making, conflict resolution and social skills.

Teaching/Learning Strategies

<input type="checkbox"/> Lecture	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Group work	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Reading	<input type="checkbox"/> Debate	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Structured discussion	<input type="checkbox"/> Listening team	<input type="checkbox"/> Field trip
<input type="checkbox"/> Practical exercise	<input type="checkbox"/> Research project	<input type="checkbox"/> Game
<input type="checkbox"/> Drill	<input type="checkbox"/> Workshop	
<input type="checkbox"/> Case study		
<input type="checkbox"/> Role play		
<input type="checkbox"/> Discovery		
<input type="checkbox"/> Conference		

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Interviews	Teacher anecdotal records
Works sheets	Portfolios	Conferences	Teacher log
	Presentations	Classroom discussion	Checklists
	Role playing	Seminars	Rubrics
	Demonstrations	Portfolio interview	
	Diagrams	Self evaluation	
	Journals	Peer evaluation	

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%	Large and Small Group activities: 32h Flag Football, Indoor games, Outdoor winter games. Outdoor Games	1,2,3,4, 12	Teacher /self evaluation Movement skills and principles achievement chart Checklist Rubric for skills, participation, social interaction Student reflection on game strategy/rules Journal
	Body Management activities/units: 18 h Fitness training Self Defense Personal Safety & Injury Prevention	1,3,4,5, 6,9,10,11	Teacher /self evaluation Movement skills and principles achievement chart Rubric for skills, participation, social interaction Student reflection on game strategy/rules Student comparison checklist
	3. Bronze Medallion 15 h 3. Bronze Medallion continues	1,4,9,10,12	Teacher/self evaluation Rubric for skills, participation, social interaction Practical Test Written Test Role Play
	4. CPR 10h	5,9	Teacher/ self /peer evaluation using CPR Rubric Practical Test Written Test Role Play
	5. Substance Use and Abuse 10 h	8,9, 11,12	Teacher /self /peer evaluation Rubric for drug presentation Journal/ reflections Written test Role play
	6. Sexuality 8 h	6,7, 8,9,	Teacher /self /peer evaluation Using rubric Teacher/student directed discussion Role Play

			Presentation Work Sheets
30%	Summative 5h	1,2,4, 9,10	Summative Activities: Fitness Testing/reflection/journal Skills Circuit
			Total

Course Resources

Healthy Active Living Keep Fit, Stay Healthy, Have Fun- Teacher’s Manuel.
 Ted Temertzoglou, Thompson Publishing Inc. 2007

Healthy Active Living Keep Fit, Stay Healthy, Have Fun- Student textbook and workbook. Ted Temertzoglou,
 Thompson Publishing Inc. 2007

Canadian Society for Exercise Physiology. The Canadian Physical Activity, Fitness and Lifestyle Appraisal Guide.
 Health Canada, 1996

Physical activity for Health and Fitness. Jackson Allen et al. Human Kinetics 1999

OPHEA Physical Education: Ontario Health and Safety Guidelines: Secondary Curricular Guidelines. Toronto:
 OPHEA 1997

Activity for Everyone. Randazzo, Deborah and Coliss, Kris. American Association for Active Lifestyles and
 Fitness

Quality Lesson Plans For Secondary Physical Education. Zakrajsek, Dorothy et al. Human Kinetics, 1994.

Canadian Life Saving Manual

Canadian First Aid Manual

www.sportalliance.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