



**The Bishop Strachan School**  
**Department Name: Health and Physical Education**

**Course Title: Healthy Active Living Education**

**Grade Level: 12**

**Ministry Course Code: PPL4O**

**Teacher's Name: Donna Drover**

**Developed by: Sharon Djordjevic, Donna Drover**

**Date: September 1, 2009**

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

**Text: None**

**Prerequisite: None**

**Credits: 1.0**

**Length: 110 hours**

## Course Description/Rationale

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of fitness and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

## Overall Curriculum Expectations

### **Physical Activity**

- 1• demonstrate personal competence in applying complex movement skills and principles;
- 2• apply the guidelines and strategies that enhance participation in recreational and sports activities;

### **Active Living**

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

### **Healthy Living**

- 6• describe how society and culture affect individual perceptions and expressions of sexuality;
- 7• demonstrate an understanding of strategies that promote personal safety and prevent injuries;
- 8• demonstrate an ability to use specific strategies to enhance their own mental health and that of others;
- 9• demonstrate an understanding of strategies that promote healthy relationships;

### **Living Skills**

- 10• use decision-making and goal-setting skills to enhance their daily lives;
- 11• demonstrate an understanding of the importance of respect for self and respect for others in reducing conflict in their personal lives;
- 12• use social skills to work effectively in groups and enhance relationships;

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1 .Body Management Activities	32	4			38
2. Designing Fitness Programs	29				29
3. Healthy Living	21	6			26
4. Personal Safety and Injury Prevention	10				10
Summative	6			2	7
<b>Total</b>	<b>98</b>	<b>10</b>		<b>2</b>	<b>110</b>

## Unit Descriptions

### Unit 1 – Body Management Activities

Students apply movement principles to refine their movement skills and improve their levels of fitness through a variety of physical activities. These activities teach body management, kinesthetic awareness, and control of body rhythm, sequencing, stability, and creativity. Students demonstrate their movement competence through activities such as weight training, fitness enhancers, dance, team sports, individual sports, kick- boxing, yoga, and tai chi.

### Unit 2 – Designing Fitness Programs

This unit will focus on teaching the students the components of fitness, the F.I.T.T. principle, and how they can be used to design fitness programs. With this information the students will then set fitness goals for themselves and design personal fitness programs.

### Unit 3 –Healthy Living

Students investigate how culture and society impact individual perceptions and expressions of sexuality. Students demonstrate an understanding of the strategies used to enhance personal mental health while exploring depression, anxiety, and suicide. Students promote personal safety and injury prevention through their ability to show harmony among people, and respect for self and others in resolving conflict.

### Unit 3 – Personal Safety and Injury Prevention

Students will receive their Level 2 Self Defense certification. They will acquire physical and mental skills which will give them the ability to deal with threats to personal safety. They will also assess strategies for reducing risks to themselves and others in a variety of situations.

### Teaching/Learning Strategies

<input type="checkbox"/> Lecture		<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Group critique
<input type="checkbox"/> Demonstration			<input type="checkbox"/> Self analysis
<input type="checkbox"/> Reading			<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Structured discussion		<input type="checkbox"/> Seminar	<input type="checkbox"/> Field trip
<input type="checkbox"/> Practical exercise		<input type="checkbox"/> Research project	
<input type="checkbox"/> Drill			
<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
	Projects	Interviews	Teacher anecdotal records
Work Sheets	Presentations	Conferences	Teacher Log
	Reflections	Classroom Discussions	Checklists
	Role Playing	Seminars	Rubrics
	Demonstrations	Self Evaluations	
	Diagrams	Peer Evaluations	
	Journals		

### 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)	Assessment Strategies
70%	Body Management Activities 38 Hours	1	Journals/Reflections Teacher/Self Evaluation Rubrics Knowledge Tests
		2	
		3	
		4	
70%	Designing Fitness Programs 29 Hours	5	Journal/Reflections Teacher/Self Evaluation Fitness Testing Assignments
		12	
		3	
		4	
70%	Healthy Living 26 Hours	5	Teacher/Self Evaluation Presentations Role Playing Journals/Reflections
		7	
		8	
		9	
70%	Personal Safety and Injury Prevention 10 Hours	10	Skill testing Knowledge Test Application skills
		11	
		12	
		7	
30%	Summative 7 Hours	9	Personal Fitness Program Assignment Final Reflection Fitness Program Evaluation
		4	
		5	
		2	
		10	
			Total

### Course Resources

*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 1999.

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

*Personal Trainer Manual.* American Council on Exercise, 1996

*Exercise Science: An Introduction to Health and Physical Education.* Thomson Educational Publishing Inc. 2003.

*POLAR Listen to your Body.* Heart Rate Monitor Teacher Information Manual 2006

*Lessons From the Heart: Individualized Physical Education with Heart Rate Monitors.* Polar Electro, Inc. 2003

### 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)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
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
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
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
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
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)
<b>Communication (cont.)</b>				
<b>The student:</b>				
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
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
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