




|  | <b>Ontario Ministry of Education</b><br><a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a>   |  | <b>Toronto District School Board</b><br><a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a> |  | <b>R.H. KING ACADEMY</b><br><a href="http://schools.tdsb.on.ca/rhking/">http://schools.tdsb.on.ca/rhking/</a> |
|---|--|---|--|---|---|
| COURSE OF STUDY OUTLINE   |  |   |  |   |   |
| <b>Department</b>   | <i>Health and Physical Education</i>   |   | <b>Course Type</b>   | <i>Open</i>   |   |
| <b>Teacher</b>  | <i>B. Chetwynd, B. Ngosiok</i>   |   | <b>Grade</b>   | <i>11</i>   |   |
| <b>Course Title</b>   | <i>Healthy Active Living Education</i>   |   | <b>Credit Value</b>  | <i>One</i>  |   |
| <b>Course Code</b>  | <i>PPL30</i>   |   | <b>Prerequisites</b>   | <i>None</i>   |   |
| <b>Ministry Document</b>  | <i>The Ontario Curriculum – Health and Physical Education</i><br><a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf</a> |   |  |   |   |
| <b>Learning Resources</b>   | Textbook: Glencoe Health A Guide to Wellness & Healthy Active Living (Thompson)  |   |  |   |   |

**Policy Document:** The Ontario Curriculum, Grade 11  
Health and Physical Education

**Curriculum Leader:** J. Booth

#### **Overall Goals:**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well – being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

#### **Strands:**

1. **Active Living:** This strand expects students to participate actively and regularly in a variety of activities in a safe manner for themselves and others. Students are also expected demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living.
2. **Movement Competence:** This strand expects students to demonstrate personal competence in applying movement skills and principles. Students will also demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities.
3. **Healthy Living:** This strand expects students to gain an understanding of factors that contribute to healthy development along with the ability to apply the acquired knowledge to make decisions and take appropriate actions relating to their personal health and well - being: Topics include Healthy Eating, Personal safety and Injury Prevention, Substance Use , Addictions and Related Behaviours, Human development and Sexual Health

**Living Skills expectations are an important aspect of student’s overall healthy development and as such will be evaluated in all strands of the curriculum.**

## **Course Profile Units:**

**Note – Times and Units listed are approximate and may vary according to Instructor, student or facility needs.**

### **1. Interactive Activities: - 10 Hours**

Students will participate and interact in a supportive, fun and challenging setting to experience various types of physical activities that promote participation, responsible behaviour and effective group work skills. Clinic periods will be utilized to facilitate growth and learning in this area.

### **2. Physical Fitness: - 20 Hours**

Students will develop an understanding of the components of health-related fitness (cardiorespiratory, muscle strength and endurance, flexibility and body composition) and the potential benefits that can be achieved. They will assess their fitness levels and work on a personal program intended to address their goals.

### **3. Healthy Living: - 30 hours**

This unit emphasizes the knowledge and skills students need to lead a healthy active life. Students will investigate issues related to healthy sexuality, nutrition, body image, drug and alcohol abuse

### **4. Individual (small group) Activities: - 20 Hours**

This unit will provide opportunities for students to practice, develop and refine their movement skills and build their levels of fitness on a more individual basis. Through individual and small group activities, students will build a repertoire of recreational and sport experiences that may carry-over into their lives as adults. Activities in this unit may include badminton, tennis, paddleball, track and field, and aquatics.

### **5. Team (Large Group) Activities: - 30 Hours**

This unit will provide opportunities for students to develop and refine movement skills and build their level of fitness through interaction with others. Team and large group activities will encourage fair play and social skill development through the interaction with peers. Activities in this unit may include basketball, volleyball, soccer, touch football, lacrosse, floor hockey, rugby, ultimate, baseball, team handball and speedball.

## **Learning Skills:**

It is critical for students to attend all classes on a regular basis and be prepared to participate in a safe, enthusiastic, active manner. The Learning Skills are subdivided into 5 smaller groups which are assessed on the report card.

1. Homework/Completion of Assignments
2. Goal Setting/Decision Making/Problem Solving
3. Teamwork/Working in Groups
4. Participation in Class
5. Attendance and Punctuality

# Teaching/Assessment and Evaluation Strategies

## **70 % Formative Evaluation**

Will be based on assessments and evaluations conducted throughout the course according to the following weighting:

|                           |     |
|---------------------------|-----|
| <b>Application</b>        | 45% |
| <b>Thinking/Knowledge</b> | 15% |
| <b>Communication</b>      | 10% |

### **Category Breakdown:**

1. Application: Will be based on the Active Living, and Physical Activity Strands. Includes participation, lates, uniform, fitness, and practical skill marking.
2. Thinking/Knowledge: Will be based on the Healthy Living Strand. Any tests, quizzes, or charts utilized during the Active Living/Physical Activity Strands will also be utilized here.
3. Communication: Will be based on the Living Skills Strand. Includes behaviour, leadership, and social skills.

Students who are not in class cannot expect to receive marks for the day in the Active Living strand (application) for any classes that are not made up. Students missing classes due to related school events such as field trips, sports teams, etc. will not be held accountable. An appropriate make up assignment may be required for any long term illness.

## **30% Summative Evaluation**

Will be based on performance assessments and evaluations conducted throughout the course according to the following weighting:

|                  |     |
|------------------|-----|
| <b>Game Play</b> | 15% |
| <b>Fitness</b>   | 15% |

### **Category Breakdown:**

1. Game Play: Will be based on each team or individual sport unit as it is completed.
2. Fitness: Will be based on fitness testing, (10marks) 12 minute run, (10 marks) and effort. (10 marks)

# Achievement Chart

## 70% Course Work

Note: Achievement Chart Focus and Tasks may vary according to Instructor or Student needs.

| Task                | Achievement Chart Focus | Due Date |
|---------------------|-------------------------|----------|
| Fitness Diagnostic  | All categories          |          |
| Unit 1              | All categories          |          |
| Unit 2              | All categories          |          |
| Unit 3              | All categories          |          |
| Unit 4              | All categories          |          |
| Evaluations and LOG |                         |          |
| Unit 5              | All categories          |          |
| Unit 6              | All categories          |          |
| Unit 7              | All categories          |          |
| Unit 8              | All categories          |          |

## 30% Summative

| Task      | Achievement Chart Focus | Weighting |
|-----------|-------------------------|-----------|
| Game Play | All categories          | 15%       |
| Fitness   | All categories          | 15%       |

### Term Grades:

First term grades will be determined by all graded units, quizzes, tests, fitness charts etc. handed in by the end of the first mark session. Usually this involves the first four units from above. The remaining four units and the summative will be added to the final grade in June.

### Communication:

Office Hours: 7:30 am – 4:00 pm by appointment

Office Location: Boy's Phys. Ed. Office across the hall from Gym 1 and 2

Phone: 416-396-5550 ext. 20030 and the Girls' Phys'ed Office across the hall from the art room B68.

Phone: 416-396-5550 Ext. 20032