



THE DR. G.W. WILLIAMS SECONDARY SCHOOL
York Region District School Board



PHYSICAL AND HEALTH EDUCATION DEPARTMENT

GRADE 11 HEALTHY ACTIVE LIVING

Course Code: PPL301 (Co-ed)

Level: Open

Prerequisites: None

Credit Value: 1 Credit

Courseware Developed by: The Physical and Health Education Department

Courseware Reviewed yearly by: The Physical and Health Education Department

Ministry of Education Document: The Ontario Curriculum, Grades 11 and 12, Health and Physical Education, 1999

O.P.H.E.A. Grade Eleven Supplement

Course Resources:

Text Book: Healthy Active Living, Temertzogolou, Ted., Thompson Educational Publishing, Toronto, 2007

Accessing Course Outlines and Curriculum Policy Documents:

School Website: <http://drgwilliams.ss.yrdsb.edu.on.ca/>

Ontario Ministry of Education: <http://www.edu.gov.on.ca/>

COURSE DESCRIPTION: This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety.

Each student must wear a proper school uniform for physical education classes. These are available at registration and at the school store.

COURSE FEES

Uniform Package :\$28.00 includes 2 shirts and 1 pair of shorts
(or shirt \$10.00 and shorts \$15.00)

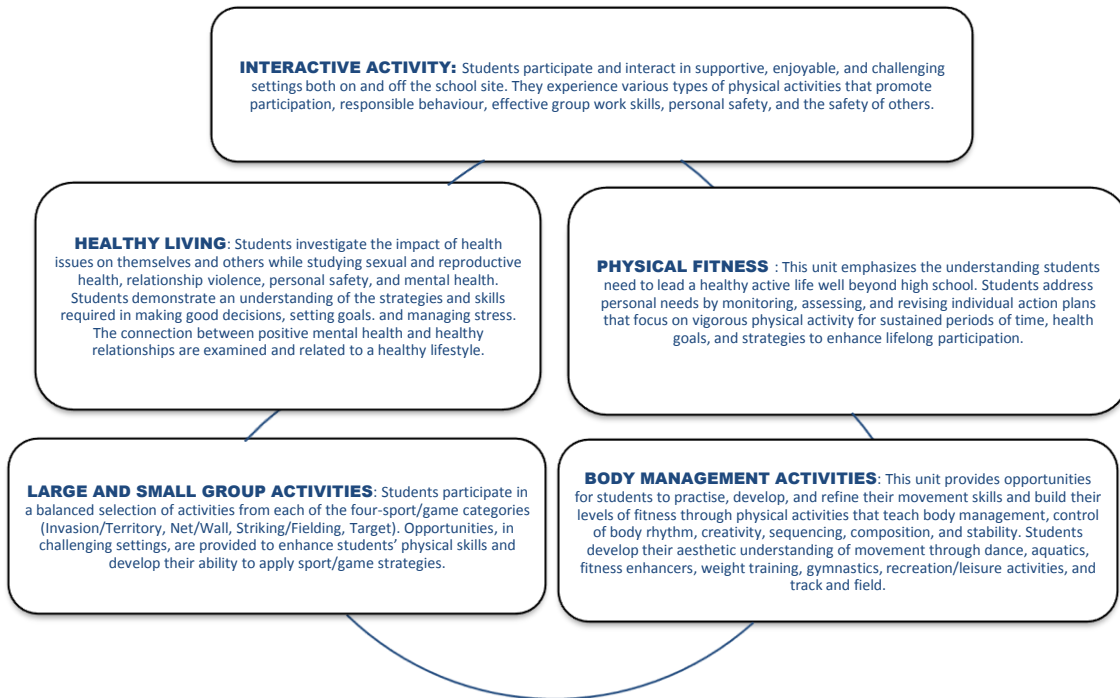
Physical And Health Education Department Members:

Ms. S. Milburn - Subject head,

Mr. K. Bulmer, Ms. S. Crabtree,

Mrs. N. Mann, and Mr. K. Ravelle

UNITS OF STUDY



OVERALL CURRICULUM EXPECTATIONS

This course is divided into the following four strands.

Within each strand the students will be expected to:

PHYSICAL ACTIVITY:

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

ACTIVE LIVING:

- participate regularly in a balance instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation
- Demonstrate improved physical fitness
- demonstrate responsibility for their personal safety and the safety of others

HEALTHY LIVING:

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

LIVING SKILLS:

- 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.

INSTRUCTIONAL STRATEGIES

Instructional strategies may include Game Play, Demonstration, Socratic Teaching, Note Taking, Group Work, Presentation, Drills, Practice, Discussion and Peer Coaching.

ASSESSMENT AND EVALUATION

Students will be provided with specific DUE dates and ABSOLUTE DEADLINES for all assignments. The above Units of Study will constitute **70%** of the student's overall evaluation. Within each unit students will be assessed and evaluated under four achievement categories.

TERM WORK VALUE: 70%

KNOWLEDGE AND UNDERSTANDING 10%	THINKING AND INQUIRY 10%	COMMUNICATION 20%	APPLICATION 60%
<ul style="list-style-type: none"> z Quizzes z Tests z Assignments z Diagrams 	<ul style="list-style-type: none"> z Quizzes z Tests z Assignments z Diagrams z Strategies z Tactics z Labs 	<ul style="list-style-type: none"> z Assignments z Presentations z Journals z Demonstrations z Team/Game play z Poster/pamphlets 	<ul style="list-style-type: none"> z Daily Participation z Personal Fitness z Training Principles z Movement Skills z Safe Practices z Personal/Interpersonal Skill, including teamwork, fair play, and etiquette z Leadership z Initiative

SUMMATIVE WORK VALUE: 30%

Summative Evaluation will take place towards the end of the semester and may include any or all of the following: a written examination, a fitness profile, and interview, fitness testing and/or an independent project.

LEARNING SKILLS & WORK HABITS

Students will be assessed throughout the course on their achievement in the learning skills areas. These assessments may be teacher, peer or self assessments.

(Abridged list of Learning Skills descriptors from Curriculum Guidelines for Grades 9 - 12)

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-regulation
<ul style="list-style-type: none"> -completes and submits class work, homework, and assignments according to agreed-upon timelines - takes responsibility for and manages own behaviour 	<ul style="list-style-type: none"> - devises and follows a plan and process for completing work and tasks - establishes priorities and manages time to complete tasks and achieve goals 	<ul style="list-style-type: none"> -uses class time appropriately to complete tasks -follows instructions with minimal supervision -independently monitors, assesses and revises plans to complete tasks and meet goals 	<ul style="list-style-type: none"> -responds positively to the ideas, opinions, values and traditions of others -shares information, resources and expertise and promotes critical thinking to solve problems and make decisions 	<ul style="list-style-type: none"> -demonstrates the capacity for innovation and a willingness to take risks - demonstrates curiosity and interest in learning -approaches new tasks with a positive attitude 	<ul style="list-style-type: none"> -sets own individual goals and monitors progress towards achieving them -seeks clarification or assistance when needed -identifies learning opportunities and strategies to meet personal needs and achieve goals

Please sign below to indicate that you understand and accept the evaluation policies

Please provide the contact information below

STUDENT NAME(print) _____ Date: _____

Parent/Guardian Name (Print) _____ Signature: _____

Parent e-mail _____

*** PLEASE RETURN THIS FORM TO THE TEACHER

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.