



THE DR. G.W. WILLIAMS SECONDARY SCHOOL

York Region District School Board



PHYSICAL AND HEALTH EDUCATION DEPARTMENT

GRADE 12 HEALTHY ACTIVE LIVING

Course Code: PPL401 (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, Temerzogolou, Ted., Thompson Educational Publishing, Toronto, 2007

Accessing Course Outlines and Curriculum Policy Documents:

School Website: <http://drgwwilliams.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 personalized approach to healthy active living through participation in a variety of sports 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.

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
- Develop personal health-related physical fitness
- demonstrate responsibility for their personal safety and the safety of others

HEALTHY LIVING:

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

LIVING SKILLS:

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

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: Personal Fitness

Time: 20 hours

Unit Description

Students develop, maintain, and improve their personal health-related physical fitness by participating in vigorous fitness activities for sustained periods of time, and by applying training principles that underlie physical fitness. Students examine and reflect on their personal values, abilities, and aspirations influencing life choices and opportunities. Students use goal-setting skills to assess and refine their daily personal health-related physical fitness programs. They demonstrate initiative and leadership by using strategies that respond to, manage, and constructively influence personal healthy active living goals.. Students show responsibility for their safety and that of others.

Unit 2: Individual and Team Activities

Time: 60 hours

Unit Description

Students select and participate in a wide variety of leisure and fitness activities that promote a balanced and healthy lifestyle and encourage lifelong participation. Through participation, students develop and refine personal skills and contribute to the common good through responsibility for general safety. They demonstrate initiative and leadership by using strategies, working effectively in groups and learning to apply the guidelines and strategies of particular activities. Throughout the course, students examine and reflect on their personal life choices, analyse the benefits of different activities, and demonstrate an understanding of the complex personal decisions that affect lifelong participation and a healthy, active lifestyle.

Unit 3: Conflict and Violence

Time: 10 hours

Unit Description

Students demonstrate an understanding of strategies that promote personal safety and prevent injuries. Students analyse the causes of certain types of violence. Students demonstrate a care-giving approach for individuals exposed to violence as they identify sources of support in the community. Students learn to use skills and assess strategies to deal with threats and risks to personal safety and the safety of others. Students demonstrate an ability to use strategies and make decisions to cope with conflict.

Unit 4: Mental Health and Relationships

Time: 20 hours

Unit Description

Students identify and assess social skills necessary for maintaining healthy relationships and dealing with stressful situations. They develop an understanding of the importance of healthy relationships to their own mental health. Students describe the communication skills needed to discuss sexual intimacy and sexuality in a relationship. Students develop an understanding of factors that affect the prevention of behaviours related to STIs/STDs/HIV/AIDS and pregnancy. Students demonstrate an ability to maintain a healthy lifestyle.