



NIAGARA ACADEMY
HEALTHY ACTIVE LIVING EDUCATION, GRADE 12, PPL40
COURSE OUTLINE

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| COURSE CODE: | PPL40 |
| SCHOOL: | Niagara Academy |
| DEVELOPED BY: | D. Carter, 2002 |
| REVISED BY: | D. Carter, S. Duff, (2009), D. Carter (2012), E. Garcia (2013, 2015, 2016, 2017) |
| COURSE TITLE: | Healthy Active Living Education |
| COURSE TYPE: | Open |
| COURSE GRADE: | Twelve |
| DEVELOPED FROM: | The Ontario Curriculum Grades 9 to 12, Health and Physical Education, 2015, http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf |
| PREREQUISITE: | None |
| COURSE DURATION: | 110 hours |
| COURSE VALUE: | 1.0 credits |
| COURSE TEXT: | None |

COURSE DESCRIPTION AND RATIONALE

This course equips students with 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.

OVERALL CURRICULUM EXPECTATIONS

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| Living Skills: By the end of this course, students will: | |
| 1. | demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade. |

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| A. Active Living: By the end of this course, students will: | |
| A1. | participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives; |
| A2. | demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; |
| A3. | demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. |

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| B. Movement Competence: Skills, Concepts and Strategies: By the end of this course, students will: | |
| B1. | perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities; |
| B2. | apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities. |

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| C. Healthy Living: By the end of this course, students will: | |
| C1. | demonstrate an understanding of factors that contribute to healthy development; |
| C2. | demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; |
| C3. | demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being. |

| Healthy Living Learning Summary for Grade 12: Key Topics* | | | |
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| Topic | C1. Understanding Health Concepts | C2. Making Healthy Choices | C3. Making Connections for Healthy Living |
| Healthy Eating | | C2.1 Making healthy eating decisions in different contexts [PS, CT] | C3.1 Personal circumstances and healthy eating [CT] |
| Personal Safety and Injury Prevention | C1.1 Harassment, violence, abuse – effects, legal implications, and responses [IS, CT] | C2.2 Using living skills and supports to reduce vulnerability to harassment, violence, abuse [PS, IS, CT] | C3.2 Harassment, violence, abuse in local and global contexts – resources, supports, and responses [IS, CT] |
| Substance Use, Addictions, and Related Behaviours | C1.2 Consequences of substance misuse – short-term, long-term, legal [CT] | C2.3 Developing resilience, making healthy choices [PS, IS, CT] | C3.3 Local and international trends and issues [CT] |
| Human Development and Sexual Health | C1.3 Skills and strategies for evolving relationships [PS, IS, CT] | C2.4 Identifying personal aptitudes and interests; developing life plans [PS] C2.5 Maintaining health and well-being when independent [PS, CT] | C3.4 Bias and stereotyping in media portrayal of relationships [CT] |

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement: Student achievement is communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 52-53 of The Ontario Curriculum Grades 9 to 12, Health and Physical Education, 2015, <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>.

Learning Skills will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement), and the document page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, as a guide (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

Assessment for Learning will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

Assessment as Learning will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured

opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers' progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success)

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrated the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the chart below for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination (10%), fitness/physical skills test (10%) and culminating activity (10%) suitable to the course content and administered towards the end of the course.

COURSE CONTENT AND EVALUATION

Evaluation in each unit will include Knowledge/Understanding - 25%, Thinking - 25%, Communication - 25%, Application - 25%. Examples of term work to be assessed are tennis skills (such as serve, backhands, forehands, volleys), tactical skills, psychological skills, fitness skills (such as agility, endurance), unit tests, research assignments, quizzes, reflections/journals

| Unit | Description | Evaluation | Hours |
|------------|---|------------|-------|
| Unit One | Technical Tennis Training (Consolidating): 1. Increased upper body rotation 2. Setting up and timing ball 3. Counterattacking and defending with variety and adaption skills 4. Adapting stroke in emergency situations 5. Volley: Using legs and quick hands 6. Serve: Using ground forces and rotation forces to generate speed and spin, top spin and slice 7. Return: Adapting between first and second serve | 17% | 29 |
| Unit Two | Tactical Tennis Training 1. Use of power 2. Playing percentage tennis 3. Playing wider angles, heavy top spin 4. Hitting flatter through court with depth 5. Reducing space and play early 6. Playing aggressively down the middle 7. Using serve variations 8. Playing net effectively (positioning, anticipation, timing, proper shot selection) | 14% | 20 |
| Unit Three | Physical & Fitness Training: 1. Introduction to Fitness - e.g. Fitness is important to maintain a healthy amount of body fat. 2. Types of Fitness - e.g. Exercising without promoting oxygen to the blood is anaerobic. 3. Do's & Don'ts of Fitness (Safety) - e.g. Do not lift weights if you are under 13 years of age. 4. Fitness Knowledge - e.g. Swimming is one of the best types of fitness for a total body workout. | 14% | 20 |
| Unit Four | Healthy Eating 1. Learning Different Food Groups - e.g. Salmon is a Fish. 2. Types of Foods in Groups - e.g. The food group poultry is a chicken and contains protein. 3. Difference Between a Meal and Snack - e.g. Only eating carbohydrates is considered a snack. 4. Sports Nutrition - e.g. Good carbohydrates act as fuel in the body during sports performance | 7% | 10 |

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| | 5. Impact of diseases and health conditions on nutrition and food choices 6. Current issues related to food and/or nutrition | | |
| Unit Five | Psychological Sports Training 1. Maintaining enthusiasm despite ups and downs 2. Developing self-identity as player 3. Developing “going for it” attitude and hitting the right shot under pressure 4. Developing awareness of different situations and acting accordingly 5. Controlling pace of cam, e.g. momentum | 4% | 5 |
| Unit Six | Personal Safety and Injury Prevention: 1. Harassment, violence, abuse - effects, legal implications, and responses 2. Using living skills and supports to reduce vulnerability to harassment, violence, abuse 3. Harassment, violence, abuse in local and global contexts - resources, supports, and responses | 5% | 9 |
| Unit Seven | Substance Abuse, Addictions, and Related Behaviours: 1. Consequences of substance misuse - short-term, long-term, legal 2. Developing resilience, making healthy choices 3. Local and international trends and issues | 5% | 9 |
| Unit Eight | Human Development and Sexual Health: 1. Skills and strategies for evolving relationships 2. Identifying personal aptitudes and interests; developing life plans 3. Maintaining health and well-being when independent 4. Bias and stereotyping in media portrayal of relationships | 4% | 8 |
| | Total Term Work | 70% | 110 hrs |
| Final Evaluation | Physical/Fitness Skills Test Culminating Activity Final Exam | 10% 10% 10% | |
| | Final Mark | 100% | |

TEACHING AND LEARNING STRATEGIES

Effective instructional approaches and learning activities draw on students' prior knowledge, capture their interest, and encourage meaningful practice both inside and outside the classroom. Students will be engaged when they are able to see the connection between the scientific concepts they are learning and their application in the world around them and in real-life situations. The following are specific strategies for teaching and learning.

- Assessment of prior knowledge and provision of differentiated instruction for individual students
- Direct teaching and modelling of skills
- Problem posing and problem solving
- Individual and cooperative small group learning, teamwork
- Brainstorming
- Creation of scenarios for decision making
- Use of inquiry and research skills
- Issue-based analysis
- Personal reflection
- Seminar presentations
- Use of technology
- Hands-on applications
- Constructive or creative dialogue
- Age-related motor skills, physical activities
- Provision of supportive and safe environment

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. Accommodation for IEP students is not applicable at Niagara Academy, but the teacher will make appropriate adaptations for English Language Learners, such as the following:

- modification of some or all of the course expectations, based on the student's level of English proficiency;
- use of a variety of instructional strategies (e.g. extensive use of visual cues, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions; modelling of preferred ways of working in mathematics; previewing of textbooks; pre-teaching of key specialized vocabulary; encouragement of peer tutoring and class discussion; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, culturally diverse materials);

- use of assessment accommodations (e.g., granting of extra time; use of alternative forms of assessment, such as oral interviews, learning logs, or portfolios; simplification of language used in problems and instructions).

Information and communications technology will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners.

RESOURCES

1. Glencoe Health: A Guide to Wellness, McGraw-Hill, 1999, ISBN 0-02-651562-8 2.
2. Building the Foundation: Developing Great Tennis Habits Through an Improved Warm-up Routine. Coaching Development, Tennis Canada, June 2004.
3. Long Term Athlete Development Plan for the Sport of Tennis in Canada. Tennis Canada, August, 2009.
4. Crespo, Miguel and Machar Reid. Coaching Beginners and Intermediate Tennis Players. London: The International Tennis Federation, ITF Ltd., 2009.
5. Crespo, Miguel and Dave Miley. ITF Advanced Coaches. London: The International Tennis Federation, ITF Ltd.
6. Crespo, Miguel, Ann Quinn and Machar Reid. ITF Tennis Psychology. London: The International Tennis Federation, ITF Ltd., 2006.
7. Tennis Instruction Manual: Tennis Canada Coaching Certification System, Sixth Edition, Toronto: Canada Heritage, September 2006.
8. <http://www.soccer-training-guide.com.html>.
9. <http://www.sport-fitness-advisor.com/ski-training.html>
10. <http://www.sport-fitness-advisor.com/rowing-training.html>
11. <http://www.curlingschool.com>
12. <http://www.goldline.ca/curling-training.aspx>