## COURSE INFORMATION SHEET

**DATE:**

**SECONDARY SCHOOL:**

**DEPARTMENT HEAD:**

**TEACHER:**

**DEPARTMENT:**

### CURRICULUM POLICY DOCUMENT

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>COURSE CODE</th>
<th>GRADE &amp; TYPE</th>
<th>CREDIT VALUE</th>
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</thead>
<tbody>
<tr>
<td><strong>Health and Physical Education Grades 9 and 10</strong></td>
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<tr>
<td><strong>Healthy Active Living Education</strong></td>
<td><strong>PPL20</strong></td>
<td>Grade 10 Open</td>
<td>One</td>
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<tr>
<td><strong>PRE-requisite</strong></td>
<td>None</td>
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<tr>
<td><strong>FULL YEAR / SEMESTER</strong></td>
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### COURSE DESCRIPTION

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Through the achievement of the Ministry and the Ontario Catholic School Graduate expectations the student will apply movement principles to refine skills; participate in a variety of activities that enhance personal competence, fitness, and health; examine issues related to healthy sexuality, healthy eating, substance use and abuse; and apply informed decision-making, conflict resolution, and social skills in making personal choices. Aspects of this course include career education, community resources, and education for exceptional students.

### LISTED IN ORDER OF INSTRUCTIONAL DELIVERY

<table>
<thead>
<tr>
<th>STRAND / UNIT TITLES</th>
<th>HOURS</th>
<th>OVERALL EXPECTATIONS / UNIT DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT ONE:</strong> INTERACTIVE GAMES AND PHYSICAL FITNESS</td>
<td><strong>33 HOURS</strong></td>
<td>Through participation in various interactive games, students demonstrate respect for the rights, responsibilities and contributions of both self and others, e.g., modelling positive behaviour, encouraging others. Students assess their personal fitness levels, design and/or review and make appropriate revisions to their personal programs for daily, health related fitness activities. Students participate actively and safely in vigorous physical activities designed to maintain or improve personal fitness levels. Community resources and career opportunities are explored.</td>
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<tr>
<td><strong>UNIT TWO:</strong> NUTRITION</td>
<td><strong>12 HOURS</strong></td>
<td>In this unit, students explain how healthy eating fits into a healthy lifestyle, e.g., risks of dieting and other eating behaviours. Students analyse the relationships among healthy eating, physical activity, and body image. As an extension to their personal fitness programs, students examine personal eating patterns and develop strategies for improvement. Students identify the relative effectiveness of different types of resources and support services related to healthy eating, e.g., health unit, sport nutritionist.</td>
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UNIT: THREE
CONFLICT RESOLUTION
AND ANGER MANAGEMENT
6 HOURS
Students demonstrate an understanding of the varied dynamics of conflict, e.g., the context, escalators, perception. Students have the opportunity to discuss and analyse various conflict situations and develop strategies for dealing with and managing anger. Methods of effective communication and mediation will be explored. Methods of delivery will include active participation, as well as classroom-based instruction.

UNIT 4:
HEALTHY LIFESTYLE
CHOICES:
GROWTH AND SEXUALITY,
SUBSTANCE USE AND ABUSE
7.5 HOURS
Throughout this unit the decisions students make regarding their sexuality and the use of alcohol, tobacco, and drugs will be examined. Students demonstrate an understanding of the effects of their choices as they relate to sexual intimacy, e.g., STDs, HIV/AIDS, and identify community services related to sexual health concerns. Students explore factors that lead to substance dependency and demonstrate an understanding of the issues and coping strategies related to substance use and abuse. Emphasis is placed on the legal, physiological, and sociological impact of substance use and abuse.

UNIT 5:
OUTDOOR EDUCATION
13.5 HOURS
Through a variety of outdoor pursuits students will discover and appreciate the environment as a source of recreation and physical fitness. The importance of safety and emergency procedures related to recreational outdoor activities will be discovered and applied. Through topics such as orienteering, hiking/backpacking, rock climbing, mountain biking, snow shoeing, and cross country skiing, students will come to cherish and respect the sacredness of the environment as an outlet that promotes lifelong participation.

STUDENT EVALUATION CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>TERM – 70%</th>
<th>FINAL – 30%</th>
<th>FINAL REPORT CARD GRADE CALCULATION – 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE/UNDERSTANDING</td>
<td>10</td>
<td>Fitness Portfolio</td>
<td>10</td>
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<tr>
<td>INQUIRY/THINKING</td>
<td>10</td>
<td>Student Presentation</td>
<td>10</td>
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<tr>
<td>COMMUNICATION</td>
<td>10</td>
<td>Final Exam</td>
<td>10</td>
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<tr>
<td>APPLICATION</td>
<td>40</td>
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<tr>
<td>TERM TOTAL</td>
<td>70</td>
<td>FINAL TOTAL</td>
<td>30</td>
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ASSESSMENT FORMAT USED

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<thead>
<tr>
<th>WRITTEN</th>
<th>PERFORMANCE</th>
<th>OTHER</th>
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<tbody>
<tr>
<td>Multiple Choice</td>
<td>Fitness Appraisal</td>
<td>Teacher Observation</td>
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<tr>
<td>Short Answer</td>
<td>Movement Skills</td>
<td>Student Interviews</td>
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<tr>
<td>Essay/Journal</td>
<td>Leadership Skills</td>
<td>Skill Check lists</td>
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<tr>
<td>Paper/Report</td>
<td>Conflict Resolution Skills</td>
<td>Portfolio</td>
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<td>Rubrics</td>
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TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
## Resources

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## Policies & Procedures

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# LEARNING SKILLS CRITERIA

In each reporting period, report on the quality of the learning skills demonstrated by the student in each of the categories identified on the report card using the following letter symbols:

<table>
<thead>
<tr>
<th>E–EXCELLENT</th>
<th>G–GOOD</th>
<th>S–SATISFACTORY</th>
<th>N–NEEDS IMPROVEMENT</th>
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</thead>
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## SKILL: WORKS INDEPENDENTLY

**INDICATORS:**
- accomplishes tasks independently
- accepts responsibility for completing tasks
- follows instructions
- regularly completes assignments on time and with care
- demonstrates self-direction in learning
- independently selects, evaluates, and uses appropriate learning materials, resources, and activities
- demonstrates persistence in bringing tasks to completion
- uses time effectively
- uses prior knowledge and experience to solve problems and make decisions
- reflects on learning experiences

## SKILL: ORGANIZATION

**INDICATORS:**
- organizes work when faced with a number of tasks
- devises and follows a coherent plan to complete a task
- follows specific steps to reach goals or to make improvements
- revises steps and strategies when necessary to achieve a goal
- manages and uses time effectively and creatively
- demonstrates ability to organize and manage information
- follows an effective process for inquiry and research
- uses appropriate information technologies to organize information and tasks

## SKILL: INITIATIVE

**INDICATORS:**
- seeks out new opportunities for learning
- responds to challenges and takes risks
- demonstrates interest and curiosity about concepts, objects, events, and resources
- seeks necessary and additional information in print, electronic, and media resources
- identifies problems to solve, conducts investigations, and generates questions for further inquiry
- requires little prompting to complete a task, displaying self-motivation and self-direction
- approaches new learning situations with confidence and a positive attitude
- develops original ideas and devises innovative procedures
- attempts a variety of learning activities
- seeks assistance when needed
- uses information technologies in creative ways to improve learning for self or others

## SKILL: TEAMWORK

**INDICATORS:**
- works willingly and cooperatively with others
- shares resources, materials, and equipment with others
- responds and is sensitive to the needs and welfare of others
- solves problems collaboratively
- accepts various roles, including leadership roles
- takes responsibility for his or her own share of the work to be done
- works to help achieve the goals of the group or the class
- helps to motivate others, encouraging them to participate
- contributes information and ideas to solve problems and make decisions
- questions the ideas of the group to seek clarification, test thinking, or reach agreement
- shows respect for the ideas and opinions of others in the group or class
- listens attentively, without interrupting
- in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding
- recognizes the contribution of group members by means of encouragement, support, or praise
- seeks consensus and negotiates agreement before making decisions

## SKILL: WORK HABITS/HOMEWORK

**INDICATORS:**
- completes homework on time and with care
- puts forth consistent effort
- follows directions
- shows attention to detail
- uses materials and equipment effectively
- begins work promptly and uses time effectively
- perseveres with complex projects that require sustained effort
- applies effective study practices

**NOTE:** The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12*: Appendix C: pages 27 to 29.