

HEALTHY ACTIVE LIVING EDUCATION

Grade 9

Open

Outline of Course of Study



School: As-Sadiq Islamic School

Principal: Mr. Marcello D'Agostino

The Arts Department

Course development date: June 1st 2015

Course updated: May 31st 2017

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AS-SADIQ ISLAMIC SCHOOL

Course Title: Healthy Active Living Education	
Course Code : PPL1O1	
Course Type : Open	
Grade : 9	
Credit Value : 1	
Prerequisites : None	
Co requisites : None	
Course developed and revised by : Colin MacLennan	Created : June 5, 2015 Revised: June 2017)
Curriculum Policy Document: <i>The Ontario Curriculum, Grades 9-12: Health and Physical Education, 2015 (revised)</i>	

Course outline PPL101 – Healthy Active Living Education

Introduction:

Today’s students are living in a world more aware of mental, physical, and social problems. In such a world, the study of Healthy Active Living is essential to develop the skills that the students need in order to navigate themselves into adulthood.

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.

Outline of Course Content:

Strands	Overall Expectation
Living Skills	<p>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.</p> <p>*Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and should be assessed and evaluated within these contexts.</p>
Active Living	<ul style="list-style-type: none"> • A1. Active Participation: 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. Physical Fitness: demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; • A3. Safety: demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.
Movement Competence: Skills, Concepts, and Strategies	<ul style="list-style-type: none"> • B1. Movement Skills and Concepts: 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. Movement Strategies: 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.
Healthy Living	<ul style="list-style-type: none"> • C1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development; • C2. Making Healthy Choices: demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and

	<p>take appropriate actions relating to their personal health and well-being;</p> <ul style="list-style-type: none"> • C3.Making Connections for Healthy Living: 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.
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Teaching & Learning Strategies

To provide effective instruction in the Physical Education course, students will be given opportunities to demonstrate the ability to make healthy choices. This course focuses on preparing students to live active/healthy lives. This course will offer a wide range of physical activities for the students to acquire the knowledge and skills needed to live an active life going forward. Students will also be provided with the information to have a thorough understanding of the factors that lead to healthy development and how these factors affect their lives. This course will provide opportunities for students to work within group settings, during which they will learn to interact appropriately with others, and to build their own sense of self. In order to ensure all these learning activities happen, students will be subject to a variety of strategies that touch on the multiple intelligences in our classroom.

- Activating Prior Knowledge
- Modeled, shared and guided instruction
- Think- Pair – Share
- Group Discussion
- Cooperative Group Learning
- Independent Application and Consolidation
- Experiential Learning
- Note Taking
- Technology and Media Literacy
- Connecting Ideas and Concepts
- Inquiry Based Learning
- Reflection

Strategies for Assessment & Evaluation of Student Performance

To ensure that assessment, evaluation and reporting are valid, reliable and promote student success, they will be:

- Fair, transparent and equitable for all students;;
- Carefully planned and relate to curriculum expectations and learning goals, interests, learning styles and preferences, needs and experience of all students;
- Communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- On-going, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide on-going descriptive feedback that is clear, specific, meaning and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own-learning and set specific goals, and plan next steps for their learning.

Baring these goals in mind, assessment will a systematic process of collecting information or evidence about a student's progress towards meeting the learning expectations. The assessment pieces will be embedded in the instructional activities throughout each unit of study. The expectations for the assessment tasks will be clearly articulated and purposefully planned to provide students with the opportunity to experience success. The intention of each assessment will be to gather the data or evidence that enables the teacher to provide meaningful feedback to the student about how to improve or sustain the performance in the course. Rubrics will be used to allow the student to visually recognize their level of achievement and guide them on how to achieve the next level.

Assessment & Evaluation Strategies	Assessment & Evaluation Tools
<ul style="list-style-type: none"> • Classroom Presentation • Conferences • Demonstrations • Quizzes • Tests • Exams • Observation • Performance Tasks • Self-Assessment • Question & Answers • Skill Tests • Movement competence assessment • Fitness/Activity Log 	<ul style="list-style-type: none"> • Exemplars • Checklists • Rating Scales • Rubrics • Self & Peer Assessment • Anecdotal Notes • Video (for self-assessment) • Fitness testing

Listed in order of instructional delivery

<i>Unit Titles</i>	HOURS	Overall Expectations / Unit Description
<p align="center"><u>UNIT 1</u> ACTIVE PARTICIPATION AND PHYSICAL FITNESS</p> <ul style="list-style-type: none"> • Active Participation in Group Activities • Active Living as a Concept • Physical Fitness Assessment/Appraisal • Goal Setting/Action Plan • Designing a Personal Fitness Program • Participation in Physical Fitness Activities • Final Physical Fitness Assessment 	30	<p><u>Unit Description</u></p> <p>Students will develop a positive self-concept through active participation, which will assist each student in assessing and realizing his/her potential. Students will assess their personal physical fitness levels through activities that emphasize the health-related components of fitness (cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition). Students will design a personal fitness program intended to address self-identified goals in order to improve their personal fitness level. Students will participate actively and safely in a variety of leisure and fitness activities designed to attain a balanced and healthy lifestyle now and in the future.</p>
<p align="center"><u>UNIT 2</u> SUBSTANCE USE AND ABUSE</p> <ul style="list-style-type: none"> • Facts, Myths and Effects of Tobacco, Alcohol and Other Drugs • Substance Use and Abuse • School and Community Resources • Decision Making and Assertion Skills • Substance Abuse Unit Test 	13	<p><u>Unit Description</u></p> <p>Students will develop an understanding of the facts, myths and effects related to the use and abuse of alcohol, tobacco, and other drugs (e.g. cannabis). Students will identify the major environmental factors (e.g. peer pressure, media) in their lives that contribute to the use of these substances. Students will identify school and community resources (e.g., health unit, police department) involved in the education, prevention and treatment of substance use and abuse.</p>
<p align="center"><u>UNIT 3</u> RELATIONSHIPS AND SEXUALITY</p> <ul style="list-style-type: none"> • Understanding Sexuality 	20	<p><u>Unit Description</u></p> <p>Developmental stages of sexuality, factors leading to responsible sexual relationships, and methods of</p>

<ul style="list-style-type: none"> • Factors Affecting Sexual Relationships • Preventing Pregnancy and Sexually Transmitted Diseases • Decision-Making and Assertion Skills • Case Study Assessment/Debate 		<p>preventing pregnancies and sexually transmitted diseases are important concepts in this unit. Students learn specific strategies for making informed moral decisions with an Islamic perspective regarding healthy sexuality.</p>
<p style="text-align: center;"><u>UNIT 4</u> PERSONAL SAFETY AND CONFLICT RESOLUTION</p> <ul style="list-style-type: none"> • Abuse and Violence: Types, Causes, Solutions, and Prevention Strategies • Injury Prevention • Understanding Cardiopulmonary Resuscitation 	10	<p><u>Unit Description</u></p> <p>Students develop an understanding of violence and abuse (types, causes, impact, and prevention). Students have the opportunity to discuss and develop conflict management skills from an Islamic perspective. Topics include conflict resolution, active listening, reconciliation, and coping skills. This unit also deals with personal safety, injury prevention, and CPR. This unit is delivered through active participation, as well as classroom-based instruction.</p>
<p style="text-align: center;"><u>UNIT 5</u> TEAM ACTIVITIES</p> <ul style="list-style-type: none"> • Applying Movement Skills and Principles to Basketball or Volleyball or Ultimate Frisbee or Soccer or Baseball or Touch Football • Applying Movement Skills and Principles to other team sports 	37	<p><u>Unit Description</u></p> <p>Students participate regularly in a variety of enjoyable team activities to enhance overall fitness, health, movement skills, and personal competence. Students develop a sense of fair play through involvement on teams. Students demonstrate an understanding of the importance of movement principles (e.g., manipulation, locomotion, and stability) and apply knowledge of guidelines and strategies that enhance participation in recreation and sport activities. Students develop skills and an appreciation of physical activities in order to enjoy leisure time pursuits promoting lifelong active living.</p>

STUDENT EVALUATION CRITERIA				
TERM – 80% OF FINAL GRADE		FINAL – 20% OF FINAL GRADE		FINAL REPORT CARD GRADE CALCULATION – 100%
Knowledge/Understanding	15	Knowledge/Understanding	20	
Inquiry/Thinking	15	Inquiry/Thinking	20	
Communication	15	Communication	10	
Application	55	Application	50	
TERM TOTAL	100	FINAL TOTAL	30	

Term Breakdown	%	Final Evaluation Breakdown	%
Unit Tests	20	Culminating Activity	10
Participation	50	Final Exam	10
Presentations	15		
Quizzes	15		

Policies and Procedures	
Uniform	Grade nine students MUST wear the ASIS gym uniform. Jewelry MUST NOT be work during P.H.E classes. Leave all valuables at home or in your locker – <i>NOT in the change rooms.</i>
Participation	Students not participating must bring a note indicating the reason, otherwise the student will receive no evaluation for that day. Students not participating (for whatever reason) in P.H.E classes will/may be required to complete a written assignment <i>during</i> class. Therefore, non-participating students must come prepared with pen and paper. Students not participating (due to legitimate absences and/or illness) for the majority of an activity, will be required to complete a health related assignment. The assignment will be evaluated and the mark will be applied toward the missed activity.
Accidents/Injuries	ANY accident or injury, no matter how small, MUST be immediately reported to the teacher. If you have a medical condition (asthma, allergies, contact lenses, etc.) you must inform the teacher before participating in a class.

THE ACHIEVEMENT CHART: Health and Physical Education, Grades 9–12

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, definitions, skills, principles and strategies, safe practices and procedures)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., processes, techniques, ideas, relationships between concepts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving; analysing movement skills, strategizing, reflecting on learning and determining steps for improvement, critiquing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – (continued)				
	The student:			
Use of health and physical education conventions, vocabulary, and terminology <i>(e.g., using and interpreting signals and body language; using correct terminology to discuss parts of the body, health-related components of fitness, phases of movement [preparation, execution, follow-through]) in oral, visual, and/or written forms</i>	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills <i>(e.g., movement skills, concepts, principles, strategies; training principles; health concepts; safe practices; personal and interpersonal skills, including teamwork, fair play, etiquette, leadership) in familiar contexts (e.g., physical activities, healthy living discussions)</i>	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts <i>(e.g., transfer of movement skills, strategies, and tactics from a familiar physical activity to a new activity, transfer of planning skills to contexts such as fitness, healthy eating, healthy sexuality)</i>	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts <i>(e.g., between active participation, learning in the health and physical education program, and healthy, active living; between health and physical education, other subjects, and personal experiences in and beyond school)</i>	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Character Education:

- Courage
- Responsibility
- Empathy
- Honesty
- Initiative
- Optimism
- Perseverance
- Respect

Considerations for Program Planning:

Health and Safety In Health and Physical Education: This course will provide students with the knowledge to model safe behaviour in accordance with the school and Ministry of Education policies and Ministry of Labour regulations. Safety guidelines will be outlined for each activity, addressing questions related to equipment, clothing and footwear, facilities, special rules and instructions, and supervision. Concern for safety will be an integral part of instructional planning and implementation.

Environmental Education and Health and Physical Education: Through the use of school grounds, fields, and trails in the area of the school, and various other outdoor venues, students will be provided opportunities to learn about the three goals outlined in *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (1. Promote learning about environmental issues and solutions 2. Engage students in practising and promoting environmental stewardship 3. The importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices).

Equity and Inclusive Education in Health and Physical Education: This course will focus on respecting diversity through promoting inclusive education, eliminating discriminatory biases, systemic barriers, and other factors that may limit student growth and learning. This inclusive environment will look to support all students, parents, caregivers, and other members of the school community, regardless of culture, ethnicity, sex, physical or intellectual ability, race, socio-economic status, or other factors.

Financial Literacy in Health and Physical Education: Throughout this course students will be given opportunities to look at the connections between healthy living and financial issues. This will include examples such as how affordability can impact healthy eating choices, examining the costs with substance abuse, costs of personal fitness, and affordability of different physical activity options. The understanding of their own identity will contribute to making sound and informed financial decisions throughout their lives.

The Role of Information and Communications Technology: The Health and Physical Education course will integrate information and communications technology as a natural extension of the

learning expectations. Students will use ICT to support and communicate their learning whenever possible/appropriate. Current technologies provide students with useful research tools that can be used to access information to health, fitness, and safety information. Mobile or online applications can be used to record food choices over a period of time, calculate nutrient intake, maintain a fitness profile, monitor fitness targets, illustrate movement skills, and assist with other tasks that help students achieve healthy living goals.

Career Planning Through the Health and Physical Education Curriculum: This course will provide opportunities for students to develop the knowledge and skills they need to make informed education and career/life choices. Throughout the course we will look at various education/career opportunities within the Health and Physical Education spectrum (i.e., Nutritionist, Chiropractors, Fitness Trainers, Coach, etc.). This course will also look at the framework needed to achieve career goals and the implementation of these plans.

Achievement Policy:

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

Ministry Policy:

Seventy percent of the grade will be based on evaluations conducted throughout the course. The portion of the grade should reflect the student's consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Thirty percent of the grade will be based on a final evaluation in the form of examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. (Ontario Secondary Schools Grade 9 – Program Planning and Assessment p.15)

Plagiarism:

Students are reminded to become familiar with the As-Sadiq Islamic School's policy concerning plagiarism (See Course Calendar). Any work submitted for one course may not be submitted for another course without the permission of the teachers of both courses. The creation of original work is a celebration of your intellectual curiosity.

Resources:

Glencoe Health, 1st Canadian Edition, Mcgraw-Hill

OPHEA –Grade 9 and 10 Supplemental Materials