Name of School:CanSTEM Education Private School Inc.
Department: Health & Gym
Course Developer: Sajjala P Sankhe
Course Development Date: September 2017
Course Title Health Active Living
Grade: 9
Type: University preparation
Ministry Course Code: PPL10
Credit Value: 1
Developed from: The Ontario Curriculum, Grade 9 to 2: Health and Physical Education 2015, (revised)
Prerequisite: No

Course Description/rationale

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

Overall Curriculum Expectations

Physical Activity:
By the end of this course, students will:
• demonstrate personal competence in applying movement skills and principles;
• demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities.

Active Living:
By the end of this course, students will:
• participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
• demonstrate improvement in personal health-related physical fitness;
• demonstrate safe practices regarding the safety of themselves and others.

Healthy Living:
By the end of this course, students will:
• identify the factors that contribute to positive relationships with others;
• explain the consequences of sexual decisions on the individual, family, and community;
• demonstrate personal strategies to deal effectively with the social influence that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis);
• identify strategies to minimize potentially dangerous situations (e.g., violence prevention, injury prevention).

Living Skills:
By the end of this course, students will:
• use appropriate decision-making skills to achieve goals related to personal health;
• explain the effectiveness of various conflict resolution processes in daily situations;
• use appropriate social skills when working collaboratively with others.

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Course Content

Unit	Length
Healthy Living	25 hours
Living Skills	25 hours
Physical Activity	30 hours
Active Living	30 hours
Total	110 hours

Unit Descriptions

Unit 1 – **Healthy Living**

This unit emphasizes the knowledge and skills students need to lead a healthy active life. Students investigate issues related to healthy sexuality, the use and abuse of alcohol, tobacco, and other drugs, personal safety and conflict resolution, and CPR (cardiopulmonary resuscitation). Opportunities to develop decision-making and assertion skills are provided throughout each topic.

Unit 2 – **Living Skills**

The focus of this skills-based unit is three-fold: Decision-Making Skills, Conflict Resolution Skills, and Social Skills.

Unit 3 – Physical Activity

Students will learn and participate in three activities: basketball, Soccer and Bowling.

Unit 4 -- Active Living

This Unit is a little different in that you will do this unit alongside the others. That is, while completing Unit One you are also working on this unit and while completing Unit Two you are also completing this unit. Each week for 16 weeks you will complete a physical activity four times a week for 30 minutes each time. You will complete an Activity log for each time you participate that your vitality coach signs off on. Each week has a theme with information and activities.

	UNITS Titles of all units in the course listed in sequence of delivery	UNITS Approximate time for each unit adding up to 110 hours	OVERALL EXPECTATIONS Taken from appropriate policy document
70%	**Healthy Living**	25 hours	• identify the factors that contribute to positive relationships with others; • explain the consequences of sexual decisions on the individual, family, and community; • demonstrate personal strategies to deal effectively with the social influence that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis); • identify strategies to minimize potentially dangerous situations (e.g., violence prevention, injury prevention).
	Living Skills	25 hours	• use appropriate decision-making skills to achieve goals related to personal health; • explain the effectiveness of various conflict resolution processes in daily situations; • use appropriate social skills when working collaboratively with others.
	Physical Activity	30 hours	• demonstrate personal competence in applying movement skills and principles; • demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities.
	Active Living	30 hours	• participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation; • demonstrate improvement in personal health-related physical fitness; • demonstrate safe practices regarding the safety of themselves and others.
30%			Final Examination evaluates all of the above mentioned expectations.

Unit	Teaching/Learning Strategies	Assessment	Evaluation	
Unit#1	• group discussion and note-taking • Direct instruction • Games • Practice • Activities	Quiz ,Presentation, Assignment	Unit test , Projects	**Midterm one**
Unit#2	• group discussion and note-taking • Direct instruction • Games • Practice • Activities	Questionnaire Group activities	Unit test	
Unit#3	• group discussion and note-taking • Direct instruction • Games • Practice • Activities	Quiz , Assignment	Unit test	**Midterm Two**
Unit#4	• group discussion and note-taking • Direct instruction • Games • Practice • Activities	Questionnaire Group activities Assignment	Unit test Research project	

Tools used for Units/Evaluation

1: WrittenTest/ Exam
:Marking
2: Rubric

Components of Final Evaluation

Knowledge & Understanding	Thinking	Communication	Application
20%	30%	20%	30%
	Each Uniy Evaluation+ Midterm1+ Midterm2 = 70%		
Final Exam	Written Exam		30%
Final Mark or Total mark	70%+30%=100%		100%

Resources used for the course listed in Bibliographical style

1. Glencoe Halth First Canadian Edition McGraw Hill Ryersons.

Program Planning

Education for Exceptional Students: In planning courses in English, teachers should take into account the needs of exceptional students as set out in their Individual Education Plan. English courses reflect the creative part of our literary world, which offers a vast array of opportunities for exceptional students. Students who use alternative techniques for communication may find a venue for their talents as writers. Just as English responds to the needs and demands of the greater world of work, English courses are largely shaped by the needs and demands of students who will all eventually end up in this greater world.

The Role of Technology in the Curriculum. Information technology is considered a learning tool that must be accessed by English students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, presentation software, and telecommunication tools, as would be expected in any business environment.

English As a Second Language and English Literacy Development (ESL/ELD): This English course can provide a wide range of options to address the needs of ESL/ELD students. Detailed analysis of the components of sentences aid ESL students in mastering the English language and all of its idiosyncrasies. We have purposely chosen literature from different countries to enrich out student's own experiences. In addition, since all occupations require employees with a wide range of English skills and

abilities, many students will learn how their backgrounds and language skills can contribute to their success in the larger world.

Career Education: English definitely helps prepare students for employment in a huge number of diverse areas. The skills, knowledge and creativity that students acquire through this English course are essential for a wide range of careers. Being able to express oneself in a clear concise manner without ambiguity would be an overall intention of this English course, as it helps students prepare for success in their working lives.

Health and Safety: The English program provides the reading skills for the student to be able to explore the variety of concepts relating to health and safety in the workplace. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure that students can read and understand the importance of issues relating to health and safety in the workplace.

TEACHING & LEARNING STRATEGIES

Strategies marked with "x" are used in the course.			
Direct Instruction (teacher-led)	x	Class Activity (teacher facilitation)	
Direct Instruction (discussion possible)		Experiential learning (learn by doing)	x
Class Discussion (teacher facilitated)	x	Worksheets/Surveys	x
Small Group Discussion	x	Individual or Group Research	x
Partner Discussion/Conferencing	x	Teacher modeling	
1:1 Conferencing Teacher & Student		Text-based modeling	
Teacher reading to class		Use of Computers / Internet	
Silent individual reading		Use of video tape or audio materials	
Group based reading		Role Playing	
Independent Work (teacher facilitation)	x	Presentations	
Group Work (teacher facilitation)	x	Guest Speaker / Interviews / Questions	
Brainstorming	x	Field Trip	

ASSESSMENT & EVALUATION

Purpose
The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations for the course.

A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. Assessment tasks relate to the success criteria set out in lesson plans. Success criteria allow students to see what quality looks like.

Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria, and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:
➢ Products
➢ Observations
➢ Conversations

Assessment *for* Learning - we provide feedback and coaching
     Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

Assessment *as* Learning - we help students monitor progress, set goals, reflect on their learning
     Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.

Assessment *of* Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students
     Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

Weighting of categories

Knowledge & Understanding	Thinking	Communication	Application
20%	30%	20%	30%

Grading
➢ The final grade is based on performance in 3 areas: products, observations, conversations.
➢ 70% of the grade is based on evaluations conducted throughout the course.
➢ 30% is based on a final evaluation.

Assessment Tools

Assessment tools marked with "x" are used in the course.			
Marking schemes	x	Rubrics	x
Anecdotal comments	x	Checklists	x
Rating Scales			

Assessment Strategies

Assessment for Learning		Assessment as Learning		Assessment of Learning	
Quizzes	x	Journal		Tests	x
Tests	x	Exit and Entrance Cards	x	Presentations	
Presentations		KWL Chart		Journals	
Journals		Self/Peer assessment	x	Essays	
Essays		Logs		Models	
Models				Projects	
Projects				Demonstrations	
Demonstrations				Conferencing	
Conferencing				Questioning	
Questioning				Independent Study Assignment	x
Independent Study Assignment	x			Art Exhibits	
Art Exhibits				Researching	
Researching				Reading Aloud	
Reading Aloud				Problem Solving (process focused)	
Problem Solving (process focused)				Debates	
Debates				Work Sheets	
Work Sheets				Role Playing	
Role Playing				Direct Instruction	
Direct Instruction					

CONSIDERATIONS FOR PROGRAM PLANNING

Instructional Approaches. Students bring to the classroom a natural curiosity as well as individual interests and abilities within their diverse personal and cultural experiences. An effective instructional approach in Math draws upon their prior knowledge, captures their interest and encourages meaningful practice especially when the student sees a connection between what they are learning and their real-world application. Students are provided with opportunities to learn in a variety of ways. From a solid understanding of scientific concepts, the scientific method is employed to enable the student to investigate their world. The context for all learning

in Science comes from the Relating Science to Technology, Society and the Environment (STSE) expectations.

Health and Safety in Science. The Science program provides the reading and analytical skills for the student to be able to explore the variety of concepts relating to health and safety in the workplace. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure that students can read and understand the importance of issues relating to health and safety in the workplace. Teachers must also ensure that students have the knowledge and skills for safe participation in science activities.

Critical Thinking and Critical Literacy in Science. Teachers plan science programs to promote critical thinking skills such as questioning, predicting, hypothesizing, analyzing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. As students work to achieve the STSE expectations, they are frequently asked to identify the implications of an action, activity, or process. In addition as students develop the skills of scientific investigation (inquiry/research skills), students are given the opportunity to ask appropriate questions to frame their research, interpret information, and detect bias. These learning activities would equip students with the skills to assess, analyze, and/or evaluate the impact of something on society and the environment.

The Role of Information and Communications Technology in Science. Information technology is considered a learning tool that must be accessed by science students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, presentation software, and telecommunication tools, as would be expected in any environment.

Career Education. Science definitely helps prepare students for employment in a huge number of diverse areas. The skills, knowledge and creativity that students acquire through this course are essential for a wide range of careers. Being able to express oneself in a clear concise manner without ambiguity, solve problems, make connections between this Science course and the larger world, etc., would be an overall intention of this Science course, as it helps students prepare for success in their working lives.

Antidiscrimination Education
Learning resources reflect students' interests, backgrounds, cultures,
and experiences. Learning materials:
involve protagonists of both sexes from a wide variety of backgrounds reflect the
diversity of Canadian and world cultures, including those of contemporary First Nations,
Métis, and Inuit peoples include, in English, use of short stories, novels, magazine and
newspaper articles, television programs, and films

include, in English, use of short stories, novels, magazine and newspaper articles,
television programs, and films provide opportunities for students to explore issues
relating to their self-identity   make students aware of the historical, cultural, and

political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying.

Literacy and Inquiry/Research Skills

The school emphasizes the importance of the following:

using clear, concise communication in the classroom involving the use of diagrams, charts, tables, and graphs

Emphasizing students' ability to interpret and use graphic texts.

Acquiring the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopedias', interviews, videos, and the Internet.

learning that all sources of information have a particular point of view ,

learning that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

Role of Technology

Information and communications technologies (ICT) tools used in many ways:

Students use multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. They use technology to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Students are encouraged to use ICT to support and communicate their learning. For example, students working individually or in, groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world. Students use digital cameras and projectors to design and present the results of their research to their classmates. The school plans to use ICT to connect students to other schools and to bring the global community into the classroom. Students are made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

Career Education

Students are given opportunities to develop career-related skills by:

applying their skills to work-related situations, exploring educational and career options ,developing research skills, practicing expository writing ,learning strategies for understanding informational reading material making oral presentations working in small groups with classmates to help students express themselves confidently and work cooperatively with others.

Academic Honesty . Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records.

Late Assignments. Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

Resources

1. Glencoe Halth First Canadian Edition McGraw Hill Ryersons.
2. Health Canada Website