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: PPL20
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. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

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 can enhance their 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 physical activities that encourage lifelong participation;
• demonstrate personal health-related physical fitness;
• demonstrate responsibility for personal safety and the safety of others.

Healthy Living:
By the end of this course, students will:
• explain strategies to promote positive lifestyle choices and relationships with others;
• demonstrate understanding of the factors affecting human sexuality as it relates to themselves and others;
• demonstrate understanding of the issues and coping strategies related to substance use and abuse;
• explain how healthy eating fits into a healthy lifestyle.

Living Skills:
By the end of this course, students will:
• identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living;
• demonstrate understanding of conflict resolution, anger management, and mediation;
• use appropriate social skills and positive attitudes when interacting with others.

Course Content

Unit	Length
Interactive Activities	10 hours
Physical Fitness	20 hours
Healthy Living	30 hours
Large and Small Group Activities	34 hours
Body Management Activities	16 hours
Total	110 hours

Unit Descriptions

Unit 1: Interactive Activities
In this unit students participate and interact in a supportive, enjoyable, and challenging setting to experience various types of physical activities that promote participation, responsible behavior and effective group work skills.

Unit 2: Physical Fitness
Students develop an understanding of the components of health-related fitness (cardio respiratory, muscle strength and endurance, flexibility and body composition) and the potential benefits that can be achieved. They assess their fitness levels and design a personal program intended to address self-identified goals. Through engagement in a variety of fitness activities, students demonstrate improvement in their personal fitness level.

Unit 3: 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 4: Large and Small Group Activities

UNITS	UNITS	OVERALL EXPECTATIONS
Titles of all units in the course listed in sequence of delivery	Approximate time for each unit adding up to 110 hours	Taken from appropriate policy document

Throughout this unit, students participate in a balanced selection of activities from each of the four sport/game categories (Invasion/Territory, Net/Wall, Striking/Fielding, and Target). They experience opportunities in challenging settings to enhance their physical skills and develop their ability to apply sport/game strategies. Each activity will focus on two aspects. Personal improvement of physical skills (specific skills connected to sports/games) through the application of the movement principles (biomechanical principles) to refine movement. Understanding sports/games strategies by addressing the primary elements of play (e.g., possession, invasion and scoring). Recognizing that the physical skills and strategies they learn in one sport/game are transferable to many sports/games encourages ongoing learning and promotes healthy active living.

Unit 5: Body Management Activities
This unit provides opportunities for students to practice develop and refine their movement skills and build their levels of fitness through physical activities that teach body management, control of body rhythm, creativity, sequencing, composition and stability. Students develop their aesthetic understanding through dance, aerobics, gymnastics, wrestling/combative, recreation/leisure activities, and track and field. The personal improvement of physical skills through the application of movement principles to refine movement skills (e.g., space awareness, relationships with people and equipment, effort and body awareness) is the focus.

70%	**Interactive Activities**	**10 hours**	• participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation; • demonstrate personal health-related physical fitness; • demonstrate responsibility for personal safety and the safety of others. • identify ways of taking appropriate action in new situations based on knowledge of positive decisions related to healthy active living; • demonstrate understanding of conflict resolution, anger management, and mediation; • use appropriate social skills and positive attitudes when interacting with others.
	Physical Fitness	**20 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.
	Healthy Living	**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.
	Large and Small Group Activities	**34 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%	**Body Management Activities**	**16 hours**	• demonstrate personal competence in applying movement skills and principles; • demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities.
	Final Examination will evaluate all of the above mentioned curriculum 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
25%	15%	10%	20%

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