

Course Outline

PPL30 - Healthy Active Living Education, Grade 11



All courses within HDSB are taught in learning environments that promote inclusive education, and identify and eliminate discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to participate, learn, grow, and succeed. All students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they are engaged in and empowered by their learning experiences.

In this course you will use the **LIVING SKILLS: Personal Skills [PS]** (Self-awareness and self-monitoring skills, adaptive, management, and coping skills), **Interpersonal Skills [IS]** (Communication skills, relationship and social skills) and **Critical and Creative Thinking [CT]** (Planning, processing, drawing conclusions/presenting results, reflecting/evaluating) to learn about:

<p>Active Living</p> <ul style="list-style-type: none"> ❑ Active Participation <ul style="list-style-type: none"> ❑ regular participation in a variety of activities for lifelong enjoyment and motivation ❑ Physical Fitness <ul style="list-style-type: none"> ❑ fitness development through daily physical activity and personal fitness planning ❑ Safety <ul style="list-style-type: none"> ❑ personal safety and safety of others during physical activity 	<p>Movement Competence: Skills, Concepts, Strategies</p> <ul style="list-style-type: none"> ❑ Movement Skills and Concepts <ul style="list-style-type: none"> ❑ Stability, Locomotion, Manipulation, Body and Spatial Awareness, Effort and Relationships ❑ Movement Strategies <ul style="list-style-type: none"> ❑ Activity Appreciation, Tactical Awareness, Decision Making, Application and Performance of Skills
<p>Healthy Living (Healthy Eating, Personal Safety and Injury Prevention, Substance Use, Addictions, and Related Behaviours, Human Development and Sexual Health, Mental Health and Emotional Well-being)</p> <ul style="list-style-type: none"> ❑ Understanding Health Concepts ❑ Making Healthy Choices ❑ Making Connections for Healthy Living 	

To see the learning expectations for this course go to page 89 of the document found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Learning Skills & Work Habits

- ❑ Responsibility
- ❑ Organization
- ❑ Self-Regulation
- ❑ Independent Work
- ❑ Collaboration
- ❑ Initiative

Learning skills and work habits are an important part of your growth. Learning Skills and Work Habits will be taught, assessed, evaluated, and shared on your report card. This gives you and your parents/guardians valuable information about your learning.

How your grades will be determined	
<p>Your work throughout the semester accounts for 70% of your final grade:</p> <ul style="list-style-type: none"> • Your teacher will collect and track evidence of your learning through observations of your work; conversations with you; and by evaluating the work you produce. • Your teacher will provide feedback to help you with further study and improvement • Your 70% work will be returned for your review and reflection. 	<p>10% Knowledge & Understanding: Your ability to recall facts, definitions, skills and strategies, safe practices and procedures along with an understanding of processes, techniques, ideas and relationships between concepts in health and physical education</p> <p>40% Application: Your ability to apply and transfer the knowledge and skills developed to new contexts and make connections within and between various contexts in health and physical education</p> <p>10% Thinking: Your use of planning, processing and critical and creative thinking skills to demonstrate your understanding of concepts in health and physical education</p> <p>10% Communication: Your expression and organization of ideas and information, communicated to different audiences through oral, written and/or visual forms using health and physical education conventions, vocabulary and terminology</p> <p><i>(The Health and Physical Education Program Leads Subject Council has determined the weightings of the above categories for this course)</i></p>
<p>The Final Evaluations account for 30% of your final grade³:</p> <ul style="list-style-type: none"> • Final Evaluations will challenge you to demonstrate your knowledge and skills related to the overall expectations for the course 	<p>10% Performance Task: In a game format, you will demonstrate personal movement competence in sending, receiving and traveling/carrying skills in 3 of the 4 types of game/sport activities (i.e., net/wall, target, territory, striking/fielding).</p> <p>10% Performance Task: In a game format, you will demonstrate guidelines and strategies (e.g., transition from offensive to defensive strategies and vice versa) to enhance your participation in 3 of the 4 types of game/sport activities (i.e., net/wall, target, territory, striking/fielding).</p> <p>10% Written Program Design: Using a Wellness Inventory, you will analyse your physical, social, emotional and mental health. You will use your findings to design a health and wellness program, which includes strategies that promote lifelong participation in physical activities, the use of stress management techniques and the use of community resources. You will have the option on how best to demonstrate your learning.</p>
<p>Your final grade will be calculated by combining your Term (70%) grade and your Final Evaluations (30%).</p>	

For more information about what you need to know regarding...

1) [Meeting Timelines and Academic Honesty](https://goo.gl/KTAh40) - goo.gl/KTAh40

2) [Final 30% Evaluations](https://goo.gl/W82PYL) - goo.gl/W82PYL

3) [Determining Report Card Grade](https://goo.gl/FuzbMW) - goo.gl/FuzbMW

Your teacher can provide you with a paper copy of this information, if required.