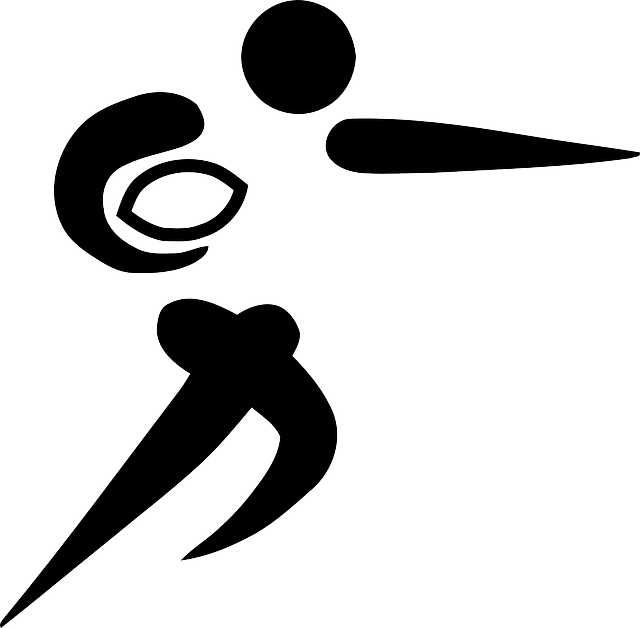




**Healthy Active Living Education Grade 9**



**Healthy Active Living Education 9 – PPL 10**

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**Wikispace:** http://tpshome.wikispaces.com

**Extra Help:** Extra help will be available daily before school from 9:00a.m. -9:55a.m.

# Required Materials: TPS gym uniform, gym shoes, health binder, writing utensils

# Course Description

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**

* 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**

* 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**

* 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 influences 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**

* 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.

# Course Content

|  |  |  |
| --- | --- | --- |
| **Unit** | | Length (Hours) Approximate |
| Skating/ Hockey | | 12 |
| Health – Personal Safety & Injury Prevention | | 8 |
| Personal Fitness | | 16 |
| Mixed Martial Arts | | 4 |
| Health – Human Growth, Development & Sexuality | | 10 |
| Health – Substance Use & Abuse | | 10 |
| Flag Rugby | | 8 |
| Ultimate Frisbee | | 10 |
| Flag Football | | 10 |
| Lawn Bowling | | 4 |
| Soccer | | 12 |
| Low Organized Game | | 6 |
| Total | **110 hours** |

**Unit 1: Skating/Hockey (12 hours)**

This unit will allow students to participate in their choice of “shinny” hockey, or skating. A less organized unit at the beginning of the course, designed so students get used to their class routine and classmates. All students must wear a helmet, and those choosing to play hockey must also have a protective cage on their helmets, and wear hockey gloves.

**Unit 2: Health – Injury Prevention (8 hours)**

This unit is strategically placed at the beginning of the course, so that students may learn the risks of physical activity prior to engaging in more intense units. Students will examine intrinsic and extrinsic risk factors, and discuss the importance of proper warm up, stretching and technique.

**Unit 3: Personal Fitness Training (16 hours)**

This unit will include various activities that are involved in fitness and weight training. Students will learn proper techniques for gym cardiovascular training and weight lifting, and they will also learn rules for maximum safety.

They will also learn about goal setting in the gym and how your body responds to exercise.

**Unit 4: Mixed Martial Arts (4 hours)**

This unit will be hosted at Toronto Kickboxing and Muay Thai Academy and taught by employees of that training facility. Students will learn some basic self-defense techniques, as well as some of the rudiments of kickboxing and Muay Thai.

**Unit 5: Health – Human Growth, Development & Sexuality (8 hours)**

This unit teaches students about relationships and will explore the decision making surrounding sexual relationships. Additionally, students will learn about STIs and methods of STI prevention.

**Unit 6: Health – Substance Use & Abuse (8 hours)**

This unit will examine the various factors that lead to drug use and drug dependency. Students will examine how drugs can be used both medicinally and recreationally. Additionally, students will learn how to deal with various pressures to use drugs in their daily lives.

**Unit 7: Flag Rugby (8 hours)**

This unit will teach students a new sport, which has many transferable skills, e.g. catching, passing, evading and chasing. Students will have the opportunity to progressively develop the skills, game knowledge and tactics to successfully play flag rugby.

**Unit 8: Ultimate Frisbee (10 hours)**

This unit will teach students the basic rules and skills of ultimate frisbee. Students will learn through a number of development drills, small group games, and full class scrimmages.

**Unit 9: Flag Football (10 hours)**

This unit will teach students the rules, positions, skills, plays, and strategies of flag football. Students will learn through drills, small group games, and full class scrimmages.

**Unit 10: Lawn Bowling (4 hours)**

This unit teaches the students the rules and skills to compete at lawn bowling.

**Unit 11: Soccer (10 hours)**

This unit will teach and build on students’ knowledge of the rules, positions, skills, plays, and strategies of soccer from previous years’ Phys Ed classes. Students will learn through drills, small group games, and full class scrimmages.

**Unit 12: Low Organizational Games (6 hours)**

This unit allows students to participate in easily run games. These games have fewer rules, require less equipment, and do not need any background knowledge in order to participate. Examples of games include capture the flag, kickball, table tennis, etc.

Course Culminating Task: Workouts & Reflections

The Course Culminating Task will ask students to incorporate all knowledge gained throughout the course. Specifically, the assignment requires students to set fitness goals for themselves over a 6 week period and come up with a 2 day fitness program to achieve their goals. Students must plan their workout sessions in detail, as well as keep daily journals on their progress. Finally, students must write a report evaluating their process and results, as well as outline the lessons learned throughout the course and how they will implement these lessons into a healthy lifestyle.

**Assessment/Evaluation**

**Term Work: 70%**

Participation, quizzes, tests, assignments

**Final Evaluation: 30%**

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**Breakdown:**

Knowledge and Understanding 20%

Thinking and Inquiry 20%

Communication 20%

Application 40%

**Class Expectations:**

Students are to attend class on time, changed and ready to participate at the time indicated.

Students who are not prepared with the TPS gym uniform will receive a deduction in that day’s participation mark. Students who are continuously unprepared for class will receive a zero in participation and parents will be contacted.

**Participation Rubric**

The following is a rubric for how you will be marked when participating in both the classroom and gymnasium. It does not include the deductions you will receive for lateness and not being prepared for class.

|  |  |  |  |
| --- | --- | --- | --- |
| **Participation Rubric** | | | |
| **1** | **2** | **3** | **4** |
| Attended class  On time and changed in the proper attire | Attended class  on time and changed in the proper attire  Demonstrated a minimal level of participation. | Attended class  on time and changed in the proper attire  Demonstrated a good level of participation. | Attended class on time and changed in the proper attire  Demonstrated an excellent level of participation. |

**Academic Due Dates**

All assignments and projects will have a due date.

The due date is the ***beginning*** of the period for that given class. For example if a project is due for the period one class it must be submitted at 10:00 AM, if it is due for the period four class on a Wednesday, then it is due at 2:49 PM.

The due date represents the date in which the assignment/project is due. Students should submit the assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day. The subject teacher will not provide support after the due date has passed.

Late marks will be deducted on late assignments. This strategy is in keeping with the Ministry’s policy document “Growing Success”. Late projects/assignments will be assessed at a reduction of ***5% per day*** for the first two days and ***10% per day*** after that to a maximum of ***50%***. Each project will be assessed for the 100% of its original value, and late marks will be clearly stated on the final evaluation. After 6 school days, a student will receive a zero. Students are strongly encouraged to still hand in late projects for assessment and written feedback. A Saturday Club inclusion will be made within the 6 days.

Projects/assignments turned into the teacher after they have been marked and returned to students, will not be awarded a grade if the project/assignment is one the teacher believes can be copied from peers (at teacher’s discretion), however, written feedback on the assignment will be given. (For example: journals, reflection pieces, etc.)

***Extension Request Form***

There is a procedure for students to seek relief from a due date and extend a deadline without academic penalty. In extraordinary circumstances, ***extensions may be granted, if an Extension Request Form is filled out by the student and signed by a parent and approved by the teacher at least one day before the due date***. It is up to the discretion of the teacher and the school administration whether or not to accept the Extension Request. A student may request an extension to the ***maximum of 2 times*** ***in each course and for no more than 3 days.*** After the allotted time has passed and the assignment has not been submitted then late marks will be assigned. Our policy recognizes that extenuating circumstances may legitimately prevent a student from meeting a due date. The Extension Request Form may be garnered from the principal or vice-principal.

***Illness/Doctor’s Notes***

If a student is absent on the due date, a doctor’s note (or parental note in case of a family emergency) must be provided to the subject teacher in order for the student to submit the assignment. The assignment must be submitted upon the ***first day*** the student returns.

***Parental Communication***

Parents will be contacted if the assignment/project is not submitted on the due date.

***Email receipt of Assignments***

Since weekend days will be included in the late policy, the submitted time and date will be based on the time that the assignment arrives in the teacher’s email in-box.