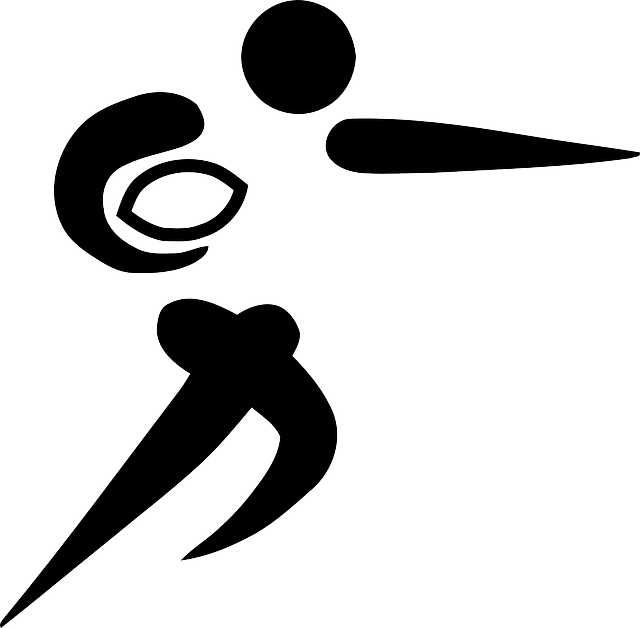




**Healthy Active Living Education, Grade 9**



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

**Course:** Healthy Active Living Education 9 – PPL10

**Grade:** 9

**Credit:** 1.0

**Prerequisite:** None

**Teachers:** Damian Douglas, TJ Eason

**Emails:** [ddouglas@torontoprepschool.com](mailto:ddouglas@torontoprepschool.com), teason@torontoprepschool.com

**Wikispace:** http://tpshealthphysed9@wikispaces.com/

**Extra Help:** Extra help will be available daily before school from 9:00a.m. -09:55a.m

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

# Course Description

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.

# Overall Curriculum Expectations

**Overall Expectations:**

**Living Skills**

* 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.

**Active Living**

* 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.
* Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living.
* Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

**Movement Competence: Skills, Concepts, And Strategies**

* 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;
* 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**

* Demonstrate an understanding of factors that contribute to healthy development;
* Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.
* 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.

# Course Content

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

**Unit 1: 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.). This unit will be used as an icebreaker at the beginning of the course, but will also be woven throughout the semester when scheduling conflicts, weather, or other circumstances deem it necessary.

**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: Flag Rugby (10 hours)**

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

**Unit 4: Lawn Bowling (6 hours)**

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

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

This unit teaches students about the human reproductive systems and focuses on the process of puberty. Additionally, students will learn about STIs and methods of STI prevention.

**Unit 6: Soccer (10 hours)**

This unit will teach and build on students’ 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 7: 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 8: Ultimate Frisbee (8 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: Health – Nutrition (8 hours)**

This unit will teach students basic information of healthy nutrition. Specific attention will be given to the four food groups, the six essential nutrients, and balancing one’s diet.

**Unit 11: Mixed Martial Arts (6 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 12: Skating/Hockey (10 hours)**

This unit will allow students to participate in their choice of “shinny” hockey, or skating. 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 13: Personal Fitness Training (12 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.

Course Culminating Task: Healthy Active Living Portfolio

The Course Culminating Task will ask students to incorporate all knowledge gained throughout the semester.  The assignment will have multiple components.  Students will develop a health portfolio, which connects all of their learning on the health topics covered.  Students will also develop fitness goals and a fitness plan, which will be followed and reflected on at the end of the semester.

**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%

**Teacher 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 days 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 Date Policy***

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.

***Turnitin Policy***

As per the student handbook and turnitin manual, all work must be submitted through turnitin at the teacher’s request. Failure to do so will be considered incomplete or late work. Work to be submitted through turnitin may be written, oral presentations, multimedia presentations etc.

Students will be given a Toronto Prep School email address to access turnitin. Students must use this email address to submit their work.

The school’s plagiarism policy is posted in the student handbook as well the turnitin manual with FAQs and examples of proper referencing styles. Please speak with your teacher should you have questions about what constitutes plagiarism and how to use turnitin.