

District School Board of Niagara
School: Eden High School
Course Profile: HEALTHY ACTIVE LIVING EDUCATION
Course: PPL10M



Course Description

This course equips students with 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.

Vision of the Health and Physical Education Program

The revised health and physical education curriculum is based on the vision that the knowledge and skills students acquire in the program will benefit them throughout their lives and enable them to thrive in an ever-changing world by helping them develop physical and health literacy as well as the comprehension, capacity, and commitment they will need to lead healthy, active lives and promote healthy, active living.

Strands of Study

The expectations for the grades 9 and 10 Healthy Active Living Education courses are organized in three distinct, but, related strands – **Active Living**, **Movement Competence**, and **Healthy Living**. Integral to expectations in these strands, is a further set of expectations – * **Living Skills** - which focus on Personal, Interpersonal, and Critical and Creative Thinking skills. The same Living Skills expectations are embedded throughout the curriculum in all Health and Physical Education courses and are taught, assessed, and evaluated in conjunction with learning in each of the strands.

Specific expectations for each strand will be handed out to students and posted on our class website. They may also be found in the Health and Physical Education curriculum document which may be accessed from home at the following website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

The program will be delivered with a balanced approach according to the following four content areas of the curriculum:

Active Living	Movement Competence	Healthy Living	*Living Skills
<ul style="list-style-type: none"> • Active Participation • Physical Fitness • Safety 	<ul style="list-style-type: none"> • Movement Skills and Concepts • Movement Strategies 	<ul style="list-style-type: none"> • Healthy Eating • Personal Safety and Injury Prevention • Substance Use, Addictions, and Related Behaviour • Human Development and Sexual Health 	<ul style="list-style-type: none"> • Personal Skills • Interpersonal Skills • Critical Thinking <p style="text-align: center;">*Taught in the context of the other 3 strands</p>

Assessment and Evaluation

Assessment and evaluation will be based on the overall provincial curriculum expectations and on the components and levels of the achievement chart outlined below. These, in addition to the *Learning Skills and Work Habits* (see below), may be used by the student to:

- assess their own learning
- plan strategies for improvement, with the help of their teachers

Achievement Chart Categories and Criteria:

Category	Evaluation Criteria
Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge of content • Understanding of content
Thinking	<ul style="list-style-type: none"> • Use of planning skills • Use of processing skills • Use of critical and creative thinking processes
Communication	<ul style="list-style-type: none"> • Expression and organization of ideas and information in oral, visual, and written forms • Communication for different audiences • Use of health and physical education conventions, vocabulary, and terminology.
Application	<ul style="list-style-type: none"> • Application of knowledge and skills • Transfer of knowledge and skills to new contexts • Making connections within and between various contexts

Course Evaluation

Term Work Assessment – 70%			Final Summative Assessment – 30%	
<p>70% of the final grade will be based on evaluations of the overall curriculum expectations, conducted throughout the course, in the four performance categories of the achievement chart. The following chart outlines the components in your term mark:</p>			<p>30% of the final grade will be based on a final evaluation of the overall curriculum expectations learned throughout the semester as well as the four categories of the achievement chart. The final evaluation will comprise of the following components:</p>	
Strands			Type of Final Assessment	
Active Living and Living Skills	Movement Competence and Living Skills	Healthy Living And Living Skills	Portfolio	Final Demonstration of Learning
40%	15%	15%	10%	20%

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. The evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, will not be considered in the determination of a student's grades. These include:

Responsibility Independent Work Initiative Organization Collaboration Self-Regulation