

Public District School Board Writing Partnership

Course Profile

Healthy Active Living Education

Grade 9

Open

• for teachers by teachers

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Acknowledgments

Public District School Board Writing Team - Healthy Active Living Education

Lead Board

Halton District School Board
Susan Orchard, Project Manager and Lead Writer

Course Profile Writing Team

Martha Deacon, Waterloo Region District School Board
Don Lidstone, Waterloo Region District School Board, Retired
Pam Masales, Durham District School Board
Dave Phillips, Durham District School Board
Carol Rocks, Toronto District School Board

Course Profile Prototype Writing Team

Kathy Coyle, Toronto District School Board
John Michaluk, Toronto District School Board
Carol Rocks, Toronto District School Board
Gail Stewart, York Region District School Board

Associations

Ontario Physical and Health Education Association (OPHEA)
Ontario Association for the Supervision of Physical and Health Education (OASPHE)

Course Overview

Healthy Active Living Education, Open, Grade 9

Identifying Information:

Course Title: Healthy Active Living Education

Grade: 9

Course Type: Open

Ministry Course Code: PPL10

Credit Value: 1.0

Description/Rationale

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and participate in activities designed to develop goal-setting, communication, and social skills.

Unit Titles (Time and Sequence)

Unit 1	Interactive Activities	10 hours
Unit 2	Physical Fitness	20 hours
Unit 3	Healthy Living	30 hours
Unit 4	Large and Small Group Activities	34 hours
Unit 5	Body Management Activities	16 hours
	Assessment Evaluation Package	
		Total 110 hours

Unit Organization

Unit 1: Interactive Activities

Time: 10 hours

Description

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 behaviour and effective group work skills.

Strand(s) and Expectations

Strand(s): Active Living, Living Skills

Overall Expectations: ALV.01X, ALV.03X, LSV.03X.

Specific Expectations: AL1.01X, AL1.02R, AL3.01X, LS3.01R, LS3.02R, LS3.03R, LS3.04R.

Unit 2: Physical Fitness

Time: 20 hours

Description

Students develop an understanding of the components of health-related fitness (cardiorespiratory, 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.

Strand(s) and Expectations

Strand(s): Active Living, Physical Activity, Living Skills

Overall Expectations: ALV.01X, ALV.02X, ALV.03X, PAV.02X, LSV.01X.

Specific Expectations: AL1.03X, AL2.01X, AL2.02X, AL2.03X, AL2.04X, AL2.05X, AL3.02X, PA2.04X, LS1.01X, LS1.02X, LS1.03X, LS1.04X.

Unit 3: Healthy Living

Time: 30 hours

Description

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.

Strand(s) and Expectations

Strand(s): Healthy Living, Living Skills, Active Living

Overall Expectations: HLV.01R, HLV.02X, HLV.03X, HLV.04X, LSV.01X, LSV.02X, LSV.03X, ALV.03X

Specific Expectations:

Healthy Growth and Sexuality: HL2.01X, HL2.02R, HL2.03X, HL2.04R, HL2.05X, HL2.06X

Substance Use and Abuse: HL3.01X, HL3.02X, HL3.03X, HL3.04X, HL3.05X,

Personal Safety and Injury Prevention: HL4.01R, HL4.02X, HL4.03X, HL4.04X, HL4.05X, HL4.06X, LS2.01R, LS2.02R, LS2.03R, LS2.04R, LS2.05R, LS2.06R

CPR: AL3.04X, AL3.03X

Unit 4: Large and Small Group Activities

Time: 34 hours

Description

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, 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.

1. Personal improvement of physical skills (specific skills connected to sports/games) through the application of the movement principles (biomechanical principles) to refine movement.
2. 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.

Strand(s) and Expectations

Strand(s): Physical Activities, Active Living

Overall Expectations: PAV.01X, PAV.02X, ALV.01X, ALV.03X

Specific Expectations: PA1.01X, PA1.02X, PA1.03X, PA1.04X, PA2.01X, PA2.02X, PA2.03X, AL1.01X, AL3.02X

Unit 5: Body Management Activities

Time: 16 hours

Description

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/combatives, 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.

Strand(s) and Expectations

Strand(s): Physical Activities, Active Living

Overall Expectations: PAV.01X, PAV.02X, ALV.01X, ALV.03X

Specific Expectations: PA1.01X, PA1.04X, PA2.01X, PA2.02X, PA2.03X, AL1.01X, AL1.03X, AL2.02X, AL2.03X, AL3.02X

Coded Expectations: Healthy Active Living Education, Open, Grade 9

Physical Activity

Overall Expectations

PAV.01X

- demonstrate personal competence in applying movement skills and principles;

PAV.02X

- demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities.

Specific Expectations

Movement Skills and Principles

PA1.01X

- use and combine movement skills in a variety of physical activities (e.g., apply locomotion/traveling, manipulation, and stability skills to a specific activity);

PAV.02X

- demonstrate understanding of the importance of movement principles in performing isolated or combined movement skills (e.g., manipulation, locomotion and stability);

PA1.03X

- identify appropriate movement principles (e.g., that the production of maximum velocity requires the use of joints from largest to smallest) in learning and refining movement skills (e.g., an overhead clear in badminton);

PA1.04X

- demonstrate improvement in their skills.

Sport and Recreation

PA2.01X

- demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual and individual activities (e.g., the scoring rules in rugby, etiquette such as allowing faster participants to pass on a cross country ski trail);

PA2.02X

- identify the requirements including basic equipment standards, preparation (e.g., warm- up and cool-down exercises, training requirements) and specific safety issues that maximize performance and participation in recreation and sport activities;

PA2.03X

- explain appropriate strategies or tactics that enhance performance in specific situations and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions);

PA2.04X

- describe career opportunities related to sport and recreation.

Active Living

Overall Expectations

ALV.01X

– participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;

ALV.02X

– demonstrate improvement in personal health-related physical fitness;

ALV.03X

– demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

Active Participation

AL1.01X

– participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large-group, outdoor, and aquatic activities);

AL1.02R

– demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practising regularly, encouraging others, playing fair) in physical activity settings;

AL1.03X

– identify the factors that affect choices of activities with potential for lifelong participation and enjoyment.

Physical Fitness

AL2.01X

– monitor personal plans for daily, health-related fitness activities (e.g., self-designed or computerized programs) that reflect their personal fitness goals;

AL2.02X

– participate in personal health-related fitness programs;

AL2.03X

– maintain or improve personal fitness levels by participating in physical vigorous activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty-minute time period for a minimum of four times a week);

AL2.04X

– monitor exercise intensity (e.g., using a manual or computerized heart-rate monitor, breath sound check, talk test);

AL2.05X

– describe the benefits of each health-related fitness component and its relationship to active living (e.g., the relationship of cardiovascular fitness to increased stamina and lower risk of heart disease; the relationship of healthy eating to improved well-being).

Safety

AL3.01X

– apply guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture in minimizing injury);

AL3.02X

– demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in warm-up, and cool-down exercises, checking ice conditions prior to skating, spotting for weight training);

AL3.03X

– identify strategies to deal with emergency situations related to physical activities;

AL3.04X

– demonstrate understanding of cardio-pulmonary resuscitation (e.g., one-person adult C.P.R.).

Healthy Living

Overall Expectations

HLV.01R

– identify the factors that contribute to positive relationships with others;

HLV.02X

– explain the consequences of sexual decisions on the individual, family and community;

HLV.03X

– 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);

HLV.04X

– identify strategies to minimize potentially dangerous situations (e.g., violence prevention, injury prevention).

Specific Expectations

Healthy Growth and Sexuality

HL2.01X

– identify the developmental stages of sexuality throughout life;

HL2.02R

– describe the factors that lead to responsible sexual relationships;

HL2.03X

– describe the relative effectiveness of methods of preventing pregnancies and sexually transmitted diseases (e.g., abstinence, condoms, oral contraceptives);

HL2.04R

– demonstrate understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding unwanted pregnancies and STDs such as HIV/AIDS);

HL2.05X

– demonstrate understanding of the pressures on teens to be sexually active;

HL2.06X

– identify community support services related to sexual health concerns.

Substance Use and Abuse

HL3.01X

– identify facts and myths related to the use and abuse of alcohol, tobacco and other drugs (e.g., cannabis);

HL3.02X

– explain the effects of the use and abuse of alcohol, tobacco and other drugs;

HL3.03X

– identify the major factors (e.g., environmental influences such as peer pressure, media influences, adolescent attitudes) that contribute to the use of alcohol, tobacco and other drugs;

HL3.04X

– identify the school and community resources involved in the education, prevention and treatment of the use and abuse of alcohol, tobacco, and other drugs;

HL3.05X

– demonstrate and use both decision-making and assertion skills with respect to media influences and peer pressure related to alcohol, tobacco and other drugs.

Personal Safety and Injury Prevention

HL4.01R

– describe specific types of physical and non-physical violence (e.g., manipulation, intimidation, sexual harassment, verbal abuse);

HL4.02X

– assess the impact of non-physical abuse on victims;

HL4.03X

– identify the causes of abuse and violence;

HL4.04X

– describe solutions and strategies to address violence in the lives of young people;

HL4.05X

– explain how the school, the local community and other community agencies are involved in developing strategies (e.g., a school's code of conduct) to prevent or end the violence in young people's lives;

HL4.06X

– demonstrate effective personal strategies to minimize injury in adolescence.

Living Skills

Overall Expectations

LSV.01X

– use appropriate decision-making skills to achieve goals related to personal health;

LSV.02X

– explain the effectiveness of various conflict resolution processes in daily situations;

LSV.03X

– use appropriate social skills when working collaboratively with others.

Specific Expectations

Decision-making

LS1.01X

- identify personal strengths and areas for growth;

LS1.02X

- demonstrate how they have achieved short-term goals based on a personal vision;

LS1.03X

- demonstrate understanding of the impact of parents, the media and culture on values and goals related to healthy active living;

LS1.04X

- produce sequential action plans to achieve personal health goals.

Conflict Resolution

LS2.01R

- demonstrate understanding of personal values that can lead to conflict;

LS2.02R

- use assertiveness techniques to avoid escalating conflict;

LS2.03R

- demonstrate active listening skills (e.g., identify non-verbal feelings expressed by others, paraphrasing the message, asking questions for clarification) when managing conflict;

LS2.04R

- demonstrate the appropriate steps of conflict resolution in situations encountered in class, at school, with friends, and at home;

LS2.05R

- demonstrate understanding of the triggers of conflict (e.g., defensive behaviour in a group situation) to prevent escalation;

LS2.06R

- identify coping skills (e.g., involvement in physical activity, talk it out, participating in alternative activities or hobbies) to deal with internal conflict and stress that often accompanies change.

Social Skills

LS3.01R

- contribute to the success of the group verbally and non-verbally (e.g., by completing a fair share of the group task by, acknowledging others' contributions to the task);

LS3.02R

- explain the benefits and disadvantages of working with others;

LS3.03R

- give and receive assistance (e.g., through peer mentoring);

LS3.04R

- use appropriately a variety of methods for reaching group agreement (e.g., through consensus, by taking votes in which the majority rules).