



Ottawa-Carleton District School Board

STUDENT OUTLINE

PPL 10P Grade 9 Healthy Active Living

Credit Value: 1 credit

Hours: 110

Prerequisite: none

Ministry of Ontario's Physical and Health Education overall Expectations

Living Skills *Living Skills will be assessed and evaluated within the outlined strands*.

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

- A1. 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.
- A2. Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living.
- A3. Demonstrate responsibility for their own safety and the safety of others.

Movement Competence

- B1. 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.
- B2. 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

- C1. Demonstrate an understanding of factors that contribute to healthy development.
- C2. 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.
- C3. 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.

Specific topics in Healthy Living include:

Healthy Eating: Connection to holistic health: physical, mental, emotional, spiritual; Healthy eating; Food and beverage choices – environmental, social factors

Personal Safety and Injury Prevention: Technology – benefits and risks, safe use; Mental health concerns – warning signs and responses; Responding to bullying/ harassment (including sexual harassment, gender-based violence, homophobia, racism)

Substance Use, Addictions, and Related Behaviours: Resilience – protective and risk factors; Social influences; decision-making & communication skills

Human Development and Sexual Health: Preventing pregnancy and STIs; Factors affecting gender identity and sexual orientation; supports; Relationships – skills and strategies; Thinking ahead about sexual health, consent, personal limits.

Learning Skills: The separate evaluation and reporting of the learning skills in the following five areas reflects their critical role in students' achievement of the curriculum expectations. Students will be assessed continually on the following learning skills:

Works Independently	Teamwork	Organization	Work Habits/Homework	Initiative	Self-Regulation
Accepts responsibility for completing tasks, follows instructions, completes assignments on time and with care, uses time effectively	works willingly and cooperatively with others, is sensitive to the needs of others, takes responsibility in sharing the work, shows respect for others ideas and opinions	organizes work, creates a plan to complete tasks, demonstrates ability to organize and manage information	puts forth consistent effort, completes homework on time and with care, uses time effectively, perseveres with complex tasks that require effort	responds to challenges and takes risks, seeks out opportunities for learning, identifies problems to solve, seeks additional information	sets own individual goal and monitors progress towards achieving them

Student Expectations

1. Students must wear proper Phys Ed attire. This includes athletic shorts or sweat pants, T-shirt (crew neck) and running shoes. All apparel must adhere to the school dress code as outlined on the school website. Any clothing with inappropriate wording and/or design will be considered unacceptable Phys Ed attire. When participating out of doors, students are responsible for dressing appropriately (i.e. sunscreen, hats, mitts, and boots).
2. Classes will start on time. Lateness will not be tolerated.
3. Students are encouraged to bring water daily. No other food or drink will be allowed in the gymnasium.
4. Students are not permitted to bring their cell phone, tablet or similar electronic device to gym class unless directed to do so by their teacher. These devices should be left in a safe place (i.e. in locker)
5. The Physical Education Staff cannot be responsible for lost or stolen articles. **DO NOT LEAVE VALUABLES IN THE DRESSING ROOM.**

Student Safety

1. If a student has a serious medical ailment, he/she must inform his/her teacher by providing written documentation with specifics. (e.g. asthma, epilepsy, diabetes, etc.). **Please indicate on the fill-in section at the bottom of the page**
2. Any injury occurring during Phys Ed class MUST BE reported immediately to the teacher.
3. All Phys Ed activities will meet the current OSBIE safety guidelines, to ensure safe participation for all students.

Attendance

Evaluation is based on the student's daily active participation, and occurs regularly throughout the semester. As this is a PARTICIPATORY, PRACTICAL class, excessive absenteeism or non-participation for any reason will adversely affect student marks.

Excused From Class

When students are unable to participate in their Phys Ed class they will be expected to:

- Bring a note from home that day explaining why, signed by a parent / guardian.
- Participate in an alternate and appropriate activity as assigned by the teacher.
- A medical certificate is required if non participation exceeds 1 week. If illness or injury is prolonged (6 weeks plus) the course requirements may not be fulfilled, jeopardizing the course credit.

****Please note, if a student is unable to participate in class, they may NOT participate in interscholastic events that day. ****

Evaluation:

Term report - 70%	Summative Evaluation - 30%
<i>Students will be evaluated based on the Ministry of Ontario's Physical and Health Education overall Expectations listed at the top of page 1</i>	<i>In-class, activity based summatives (Speedball)</i>
<i>Students final term mark will be based on the most recent and most consistent performances determined via the teacher's professional judgment</i>	<i>Reflective Writing Assignment(s) (10-day challenge, Jan 6th – 17^h , 2020)</i>
Key Evaluation Dates <i>Physical Education Summative will come due within the school's Summative and Evaluation Period between January 6th to Jan 24th, 2020.</i> <i>Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</i>	

-----Please **complete** the following and **return** this **bottom portion only** to your teacher. -----

I have read and understand all of the above. I understand that the summative evaluations are compulsory tasks and that absence from these tasks must be substantiated with a medical certificate or equivalent documentation as approved by administration.

STUDENT

Name: _____ Signature: _____

PARENT/GUARDIAN

Name: _____ Signature: _____

Note any physical ailments of which we should be aware and please provide specific details whenever possible:

The intention of the Physical and Health Education Department is to attempt to keep parents informed of dates for assignments, tests and for ongoing communication opportunities. E-mail address (optional):
