



Grand River Collegiate Institute

PAF30X COURSE OUTLINE

*"We believe in human dignity, commitment
to learning and education for life."*

175 Indian Road
Kitchener, ON N2B 2S7
(519) 576-5100
Web site: grc.wrdsb.on.ca

Identifying Information

Course Title: Healthy Active Living
Course Code: PAF30X
Course Type: Open
Grade: 11
Credit Value: 1
Ministry: The Ontario Curriculum, Secondary
Document: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>
Textbook: None
Prerequisite: None

Teacher Contact Information

Course Teacher	
Telephone Contact	
Email Contact	

COURSE DESCRIPTION

This course focuses on the development of a healthy lifestyle and participation in regular strength, conditioning, and aerobic activities that promote lifelong healthy active living. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of women's health, healthy relationships, self defense and mental health. This is Live Fit Two.

ESSENTIAL COURSE COMPONENTS

To be successful in this course you **must** be able to demonstrate **all** of the following:

- Consistent participation in a wide variety of physical activities that encourage lifelong participation
- Maintenance or improvement of personal fitness
- Understanding feedback and application of movement skills and principles (physical literacy)
- Basic understanding of human anatomy and physiology as it applies to fitness
- Safe practices & decision making skills to achieve goals related to personal health
- Appropriate social skills when working collaboratively with others

Categories	Category Description (Weight 70%)
1	Weight Training and Conditioning circuits with weights, stability balls, bands, TRX stretching circuits (static and dynamic)
2	Rhythm and Body Movement Pilates, Yoga, Zumba, Self Defense
3	Power Walking , hiking
SUMMATIVE	Written Component/Activity (Weight 30%) Participation in leadership designed circuits. A written task to demonstrate the understanding of the course content.

STRANDS AND LIVING SKILLS

Healthy Active Living Education: Strands, Subgroups, and Living Skills			
<p>Living Skills</p> <p>Personal Skills [PS]</p> <ul style="list-style-type: none"> • Self-awareness and self-monitoring skills • Adaptive, management, and coping skills <p>Interpersonal Skills [IS]</p> <ul style="list-style-type: none"> • Communication skills • Relationship and social skills <p>Critical and Creative Thinking [CT]</p> <ul style="list-style-type: none"> • Planning • Processing • Drawing conclusions/presenting results • Reflecting/evaluating 	Strand A: Active Living		
	<p>A1. Active Participation</p> <ul style="list-style-type: none"> • Regular participation, variety, lifelong activity • Enjoyment, motivation 	<p>A2. Physical Fitness</p> <ul style="list-style-type: none"> • Fitness development through daily physical activity, personal fitness plans 	<p>A3. Safety</p> <ul style="list-style-type: none"> • Personal safety and safety of others during physical activity
	Strand B: Movement Competence: Skills, Concepts, Strategies		
	<p>B1. Movement Skills and Concepts</p> <ul style="list-style-type: none"> • Movement skills – stability, locomotion, manipulation • Movement concepts – body awareness, effort, spatial awareness, relationships • Movement principles 	<p>B2. Movement Strategies</p> <ul style="list-style-type: none"> • Components of physical activities • Strategies and tactics in all physical activities 	
	Strand C: Healthy Living		
	<p>C1. Understanding Health Concepts</p> <ul style="list-style-type: none"> • Understanding the factors that contribute to healthy growth and development 	<p>C2. Making Healthy Choices</p> <ul style="list-style-type: none"> • Applying health knowledge, making decisions about personal health and well-being 	<p>C3. Making Connections for Healthy Living</p> <ul style="list-style-type: none"> • Making connections to link personal health and well-being to others and the world around them
<p><i>Expectations in the Healthy Living strand focus on the following four health topics. Learning about mental health and emotional well-being can be a part of learning related to all of these health topics, just as it is part of learning across the curriculum.</i></p> <ul style="list-style-type: none"> • Healthy Eating • Personal Safety and Injury Prevention • Substance Use, Addictions, and Related Behaviours • Human Development and Sexual Health <p style="text-align: right;">Mental Health and Emotional Well-being</p>			

EVALUATION

(See Rubric on next page)

Assessment and Evaluation:

70% Daily skill participation, performance and improvement; interpersonal skills; tests, quizzes, and assignments; completion of daily log books

30% Summative: leadership class where students will develop a warm up routine and circuit, demonstrating proper form, targeting specific fitness goals, and incorporating appropriate sets, repetitions and rest with respect to the circuit goals.

Refer to the GRCI Web Site www.grc.wrdsb.ca for Assessment, Evaluation and Reporting Policies as well as Academic Honesty and Late Policies.

ESSENTIAL LEARNINGS AND ASSESSMENT LEVELS FOR H.A.L.E.

SUBGROUPS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Regular Active Participation	I rarely participate to the best of my ability EVERYDAY. Participation is hindered by absences, consistent lates and forgetting gym clothes.	I sometimes participate to the best of my ability EVERYDAY. Participation is hindered by absences, lates and forgetting gym clothes.	I usually participate to the best of my ability EVERYDAY. I am present, on time, and changed most days.	I am changed, on time, and participate to the best of my ability EVERYDAY!
Improvement of Physical Fitness	<p>I have limited willingness to engage in fitness development.</p> <p>Heart Rate: My heart rate was beating at a resting rate for most of the period.</p> <p>Breathing Rate: My breathing rate did not increase.</p> <p>Physical Change: There is minimal change with my muscles. I have not elevated my body temperature. I am not sweating, nor do I have a flushed face.</p>	<p>I have some willingness effort to improve my personal fitness.</p> <p>Heart Rate: My heart rate was still in my comfort zone, not elevated much.</p> <p>Breathing Rate: I'm breathing a little harder.</p> <p>Physical Change: My skin is warm and I have elevated my body temperature. I may be red faced and sweating. I have not challenged my muscles to work hard and feel tired.</p>	<p>I understand the need for active fitness development.</p> <p>Heart Rate: My heart rate is beating high but not for long durations of time or could beat at a higher intensity.</p> <p>Breathing Rate: I can carry on a conversation with some difficulty. My breathing is quite fast.</p> <p>Physical Change: My skin is warm and I have elevated my body temperature. I may be sweating and red faced. Muscles are tired but not really feel fatigued or exhausted.</p>	<p>I demonstrate determined effort and intensity in my fitness development</p> <p>" I ROCKED this class!"</p>
Safe Play	I require encouragement to follow rules and instructions or to demonstrate respectful behaviour.	I sometimes have difficulty participating with proper etiquette or appropriate behaviour.	I follow rules and instructions.	<p>I participate with etiquette and responsible, respectful behaviours</p> <p>"A Class Act!"</p> <p>"My cell phone is NOT on my person."</p>
Personal Living Skills (Attitude)	I need constant reminders not to argue and complain.	I need reminders to stay engaged in activities.	I am engaged in activities most of the time.	I engage positively in all activities.
Interpersonal Living Skills (Leadership)	I often interfere with the learning of others.	I am cooperative at times and require supervision to be sportsmanlike.	I am a good teammate and positive role model.	I am a leader and an even better teammate
Movement Skills	I demonstrate limited understanding of the movement skill principles of preparation, execution, and follow through.	I demonstrate some understanding of the movement skill principles of preparation, execution, and follow through.	I demonstrate considerable understanding of the movement skill principles of preparation, execution, and follow through.	I always demonstrate outstanding effectiveness in movement skills
Movement Strategies (Efficiency)	I apply few strategies and tactics and at the appropriate time.	I apply some strategies and tactics and some are applied at the appropriate time.	I apply most strategies and tactics and most are applied at the appropriate time.	I always demonstrate knowledge of "I get it!"

PROCEDURES

Late and Missing Assignments: It is important for students to develop good personal management skills (such as time management and planning). These skills will be reflected in the **learning skills** area of the report card. It is expected that students will complete and submit all essential tasks as they are the opportunity for you to demonstrate your learning to your teacher.

Attendance: Attendance in classes is an important part of learning, and absences should be avoided. When a student is absent, a parent/guardian must call the school's attendance line on the date of absence, or provide a note explaining the absence for the student to submit the following day. Students are responsible for what they missed during their absence.

Cheating and Plagiarism: It is important for students to do their own best work. Most assignments for this class are done within the classroom, observed by the teacher, and this helps to minimize the chances of cheating and plagiarism. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration, depending on the situation:

1. The student may be required to redo all or part of the assignment or assessment.
2. The student may be required to complete an alternate assignment or assessment.
3. The student's work may be treated as a missed assignment.

There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, etc.) as per the school's progressive discipline process. Parents/guardians will be informed about the infraction and the consequences.

Please refer to the school website: <http://grc.wrdsb.ca/about/policies> for more details on these policies and other academic procedures.

Course Name: Healthy Active Living **Course Code:** PAF3OX

Teacher:

Signatures

Please sign below indicating you have read and understand the requirements for successful completion of this course.

_____ Student Name

_____ Parent/Guardian Name

_____ Student Signature

_____ Parent/Guardian Signature

_____ Date

_____ Date

_____ Daytime phone number

_____ Email

Preferred Method of Contact:

_____ Phone

_____ Email: _____