



# Grand River Collegiate Institute

## PAL2OY 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](http://grc.wrdsb.on.ca)

**Course Name : Hockey Focus Course**

**Course Code : PAL2OY**

**Prerequisite**

Curriculum Document <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

None

**Textbook: N/A**

### **COURSE DESCRIPTION**

PAL 2OY is a course that emphasizes regular participation in a wide variety of enjoyable physical activities that promote lifelong healthy active living. Students will apply movement principles and sport/game strategies to refine skills while actively participating in sports and games to enhance their personal competence and personal fitness. They will investigate and examine issues related to healthy living, and will participate in activities designed to apply informed decision-making conflict resolution and social skills in making personal choices.

### **Essential Learnings / Expectations / Skills**

To earn this credit, a student must demonstrate competency in each of the four strands and complete the Summative Evaluation at the end of the course.

### **EVALUATION**

#### **1. Ongoing Assessment & Evaluation:**

- knowledge / understanding, thinking / inquiry, application, communication
- daily skill, performance and participation, projects, assignments **70%**

#### **2. Summative Evaluation:**

- summative projects, assignments , daily skill, performance and participation **30%**

*Refer to the GRCI Web Site [www.grc.wrdsb.ca](http://www.grc.wrdsb.ca) for Assessment, Evaluation and Reporting Policies as well as Academic Honesty and Late Policies*

### **UNITS/STRANDS**

#### **Strand: Hockey Instruction**

##### **Overall Expectations**

The purpose of the course is to offer male grade ten students at Grand River Collegiate a secondary option for the section of their Grade Ten Physical Education credit. Their individualized academic program (within the confines of the Grade Ten Curriculum as stated by the Ministry of Education) is complimented with a comprehensive hockey program. Players at various levels (beginners to advanced) have the opportunity to meet at Grand River Arena for the sole purpose of demonstrating both physical and social skills. The goal of the program is to help prepare each student to be the best individual that they can be within his own personal and physical abilities. (both on and off the ice)

**The course is structured within the current Grade 10 curriculum guidelines; however the emphasis of this course is on hockey skill development, strategy & leadership.**

#### **Strand: Physical Activity**

##### **Overall Expectations**

Demonstrate personal competence in applying movement skills and principles; demonstrate knowledge of guidelines and strategies that can enhance their participation in recreation and sport activities.

**Strand: Active Living**

**Overall Expectations**

Participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation; demonstrate an appreciation and understanding of physical fitness; demonstrate responsibility for personal safety and the safety of others.

**Strand: Healthy Living**

**Overall Expectations:**

Demonstrate strategies to promote positive lifestyle choices and relationships with others; demonstrate factors affecting human health as it relates to themselves and others; explain how nutrition fits into a healthy lifestyle.

**STRANDS AND LIVING SKILLS RUBRIC**

Healthy Active Living Education: Strands, Subgroups, and Living Skills			
<p><b>Living Skills</b></p> <p><b>Personal Skills [PS]</b></p> <ul style="list-style-type: none"> <li>• Self-awareness and self-monitoring skills</li> <li>• Adaptive, management, and coping skills</li> </ul> <p><b>Interpersonal Skills [IS]</b></p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Relationship and social skills</li> </ul> <p><b>Critical and Creative Thinking [CT]</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Processing</li> <li>• Drawing conclusions/ presenting results</li> <li>• Reflecting/ evaluating</li> </ul>	<p><b>Strand A: Active Living</b></p>		
	<p><b>A1. Active Participation</b></p> <ul style="list-style-type: none"> <li>• Regular participation, variety, lifelong activity</li> <li>• Enjoyment, motivation</li> </ul>	<p><b>A2. Physical Fitness</b></p> <ul style="list-style-type: none"> <li>• Fitness development through daily physical activity, personal fitness plans</li> </ul>	<p><b>A3. Safety</b></p> <ul style="list-style-type: none"> <li>• Personal safety and safety of others during physical activity</li> </ul>
	<p><b>Strand B: Movement Competence: Skills, Concepts, Strategies</b></p>		
	<p><b>B1. Movement Skills and Concepts</b></p> <ul style="list-style-type: none"> <li>• Movement skills – stability, locomotion, manipulation</li> <li>• Movement concepts – body awareness, effort, spatial awareness, relationships</li> <li>• Movement principles</li> </ul>	<p><b>B2. Movement Strategies</b></p> <ul style="list-style-type: none"> <li>• Components of physical activities</li> <li>• Strategies and tactics in all physical activities</li> </ul>	
	<p><b>Strand C: Healthy Living</b></p>		
	<p><b>C1. Understanding Health Concepts</b></p> <ul style="list-style-type: none"> <li>• Understanding the factors that contribute to healthy growth and development</li> </ul>	<p><b>C2. Making Healthy Choices</b></p> <ul style="list-style-type: none"> <li>• Applying health knowledge, making decisions about personal health and well-being</li> </ul>	<p><b>C3. Making Connections for Healthy Living</b></p> <ul style="list-style-type: none"> <li>• Making connections to link personal health and well-being to others and the world around them</li> </ul>
<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"> <li>• Healthy Eating</li> <li>• Personal Safety and Injury Prevention</li> <li>• Substance Use, Addictions, and Related Behaviours</li> <li>• Human Development and Sexual Health</li> </ul> <div style="border: 1px dashed gray; padding: 5px; display: inline-block;"> <p>Mental Health and Emotional Well-being</p> </div>			

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

SUBGROUPS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Regular Active Participation</b>	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!
<b>Improvement of Physical Fitness</b>	I have limited willingness to engage in fitness development.  <b>Heart Rate:</b> My heart rate was beating at a resting rate for most of the period. <b>Breathing Rate:</b> My breathing rate did not increase. <b>Physical Change:</b> 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.	I have some willingness effort to improve my personal fitness.  <b>Heart Rate:</b> My heart rate was still in my comfort zone, not elevated much. <b>Breathing Rate:</b> I'm breathing a little harder. <b>Physical Change:</b> 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.	I understand the need for active fitness development.  <b>Heart Rate:</b> My heart rate is beating high but not for long durations of time or could beat at a higher intensity. <b>Breathing Rate:</b> I can carry on a conversation with some difficulty. My breathing is quite fast. <b>Physical Change:</b> 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.	I demonstrate determined effort and intensity in my fitness development  "I ROCKED this class!"
<b>Safe Play</b>	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.	I participate with etiquette and responsible, respectful behaviours "A Class Act!"  "My cell phone is NOT on my person."
<b>Personal Living Skills (Attitude)</b>	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.
<b>Interpersonal Living Skills (Leadership)</b>	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 "Call me Captain!"
<b>Movement Skills</b>	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 "I aced it!"
<b>Movement Strategies (Efficiency)</b>	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 : Hockey Focus Course**

**PAL20Y**

**Teacher:**

**Signatures**

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

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Student Name

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Parent/Guardian Name

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Student Signature

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Parent/Guardian Signature

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Date

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Date

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Daytime phone number

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Email

Preferred Method of Contact:

\_\_\_\_\_ Phone

\_\_\_\_\_ Email