

INTRODUCTION

Purpose

Grade 11 Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation is a combined Framework and Implementation document. The purpose of this document is to provide Manitoba school administrators and teachers with the basis for curriculum planning, teaching, learning, and assessment.

The print version of *Grade 11 Active Healthy Lifestyles* is accompanied by a CD-ROM, which contains a copy of this curriculum document, as well as other policy and support documents. The curriculum document is also available on the Manitoba Education, Citizenship and Youth website at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

Background

The resources that influenced the direction and content of the Grade 11 Active Healthy Lifestyles curriculum include the documents cited below. Other resources are cited in the Bibliography.

| Resources Used in Curriculum Document | |
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| Reports | |
| Healthy Kids, Healthy Futures All-Party Task Force. <i>Healthy Kids, Healthy Futures: Task Force Report</i> . Winnipeg, MB: Manitoba Healthy Living, June 2005. Available online at www.gov.mb.ca/healthykids/ . | |
| Proactive Information Services Inc., and Manitoba Education, Citizenship and Youth. <i>Helping Clients Make a Difference: S3 and S4* Physical Education/Health Education Consultation, Final Report</i> . Winnipeg, MB: Proactive Information Services Inc., June 2006. Available online at www.edu.gov.mb.ca/k12/docs/reports/s3_s4_ph/ . | |
| Departmental Resources | |
| Manitoba Education and Training. <i>Kindergarten to Senior 4* Physical Education/ Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles</i> . Winnipeg, MB: Manitoba Education and Training, 2000. Referred to as the <i>Framework</i> . | |
| ** | Manitoba Education, Citizenship and Youth. <i>Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education</i> . Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. |
| ** | ---. <i>Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document</i> . Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Referred to as the <i>Policy Document</i> . |
| | ---. <i>OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education</i> . Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008. |
| ** | ---. <i>Senior 1 and Senior 2* Physical Education/Health Education: A Foundation for Implementation</i> . Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. |
| These departmental resources are available online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html . | |
| Safety-Related Resources | |
| Hanna, Glenda, Quest Research and Consulting Inc., and YouthSafe Outdoors (Association). <i>YouthSafe Manitoba: School Field Trip Resource</i> . Edmonton, AB: Quest Research and Consulting, 2004. | |
| ** | Manitoba Physical Education Teachers Association (MPETA), et al. <i>Safety Guidelines for Physical Activity in Manitoba Schools</i> . Winnipeg, MB: MPETA, 2000. Available online at www.edu.gov.mb.ca/k12/docs/support/pehe_safety/ . |

* In June 2006 the terms Grade 9, 10, 11, 12 were reinstated to replace Senior 1, 2, 3, 4 high school designations.

** These resources are available on the CD-ROM that accompanies this document.

Research and Consultations

Healthy Kids, Healthy Futures: Task Force Report identifies 47 recommendations to improve the health and well-being of Manitoba's children and youth, which have been accepted by government. Three of these recommendations address high school physical education/health education (PE/HE). The report recommends that

the provincial government not just recommend, but mandate the current amount of time that [Grades 9 and 10] students spend in [PE/HE] classes. Schools can choose to meet the mandated times within the timetable, or use an out-of-classroom model for up to 20 hours of the mandated 110 hours. This should be implemented before the fall of 2007.

... develop a [PE/HE] curriculum for [Grades 11 and 12] students. This should be implemented before the fall of 2008.

... require all [Grades 11 and 12] students to complete two [PE/HE] credits for graduation, in addition to the two credits required in [Grades 9 and 10]. Schools may choose to include the [PE/HE] credits in the timetable or use an out-of-classroom model. (24–25)

Furthermore, the *Healthy Kids, Healthy Futures: Task Force Report* encourages parents,* students, and schools to “work together to determine what will work best in their community to help youth take greater ownership of their own physical fitness, promote the discovery of activities suited to their own individual interests, and encourage active lifestyles that persist into their futures” (25).

The choice of using an OUT-of-class model was provided to help minimize the time students spend away from academic studies and to give families, students, and schools more options in their efforts to increase physical activity among young people. As well, local recreation and sports-related organizations are encouraged to explore how nearby schools and community facilities could be jointly used.

The development of the Grade 11 Active Healthy Lifestyles curriculum was also guided by research and consultations. As reported in *Helping Clients Make a Difference: S3 and S4 Physical Education/Health Education Consultation, Final Report (4)*, the delivery model most favoured by students and educators was a flexible delivery model that would allow schools and/or students to choose different combinations of IN-class and OUT-of-class time to achieve credits. This flexibility was considered important since resources such as facilities, equipment, staffing, and timetabling challenges vary from school to school.

* In this document the term *parents* refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child's education.

Policy for Grades 11 and 12 PE/HE

In April 2007 Manitoba Education, Citizenship and Youth released *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document*. This *Policy Document* serves as the basis for the development of, and provides direction for the implementation of, the Grades 11 and 12 PE/HE curricula. A development team composed of Manitoba educators was formed to work in collaboration with Manitoba Education, Citizenship and Youth to produce the Grade 11 Active Healthy Lifestyles curriculum.

Kindergarten to Senior 4 Physical Education/ Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles (the Framework) identifies the five general learning outcomes and provides the basis for teaching, learning, and assessment in PE/HE for all grades. Because the *Framework* identifies the specific learning outcomes only for Kindergarten to Grade 10, this *Grade 11 Active Health Lifestyles* document includes new information related to specific learning outcomes and guidelines for implementation specifically for Grade 11.

Document Content and Organization

Grade 11 Active Healthy Lifestyles contains the following sections:

- **Introduction:** The Introduction outlines the purpose, background, and content and organization of this document.
- **Overview of Grade 11 Active Healthy Lifestyles:** This section gives an overview of the following:
 - **Framework Overview:** This section contains key information from the *Framework* that pertains to Grade 11 Active Healthy Lifestyles. It also contains the new policy information related to mandating Grades 11 and 12 PE/HE, including a discussion of graduation requirements, potentially sensitive content, involvement of parents, families, and communities, students with exceptional learning needs and/or special health care needs, and safety and liability.
 - **Planning for Implementation:** This section outlines the guiding principles, requirements, and guidelines for implementing Grade 11 Active Healthy Lifestyles, based on the *Policy Document*, for the three PE/HE components: Physical Activity Practicum, Core Component, and Flexible Delivery Component.
 - **Specific Learning Outcomes:** The specific learning outcomes identified for Grade 11 Active Healthy Lifestyles are presented by module in this section. Specific learning outcomes drive instruction and assessment for all students.
 - **Implementation Overview:** This section discusses the philosophy for effective programming in Grades 11 and 12 PE/HE and outlines how the Grade 11 Active Healthy Lifestyles curriculum is connected to each of the general learning outcomes identified in the *Framework*.

- **Planning for Instruction:** This section refers to general information on planning for instruction that appears in the Overview of *Senior 1 and Senior 2 [Grades 9 and 10] Physical Education/Health Education: A Foundation for Implementation* but also applies to Grades 11 and 12 PE/HE. More detailed information is provided in Appendix D: Planning Guidelines for Physical Education/Health Education.
- **Assessment and Reporting:** This section identifies how students will be graded for completion of the Grades 11 and 12 PE/HE courses using complete/incomplete designations. It also discusses the purposes of assessment and provides suggestions for teachers to establish criteria for the compulsory personal fitness portfolio, as well as suggestions on how teachers could assess student achievement of the learning outcomes in the Core Component modules.
- **Modules for Physical Activity Practicum and Core Component:** This section contains the modules for the Physical Activity Practicum and the Core Component of this curriculum:
 - Module A: Physical Activity Practicum
 - Module B: Fitness Management
 - Module C: Mental-Emotional Health
 - Module D: Social Impact of Sport
 - Module E: Substance Use and Abuse Prevention

The modules are units of instruction developed for a specific strand and/or component of the curriculum. Each module presents lessons that identify the specific learning outcomes, key understandings, and essential questions, provide background information, offer suggestions for instruction/assessment, and present references to assist teachers with planning for instruction. Many references are websites, which are hyperlinked on the CD-ROM and online versions of the document. Resources Masters (RMs) are included at the end of most lessons. Teachers may use the sample lessons and/or adjust them as locally determined. All modules are available in Word format.

- **Appendices:** The following appendices provide additional information and tools for planning, teaching, and assessment:
 - Appendix A: Curriculum Map for Grade 11 and Grade 12 Healthy Active Lifestyles
 - Appendix B: Grade 11 Active Healthy Lifestyles Curriculum Matrix
 - Appendix C: Specific Learning Outcomes for Grade 11 Active Healthy Lifestyles
 - Appendix D: Planning Guidelines for Physical Education/Health Education
 - Appendix E: Active Learning Strategies
 - Appendix F: Sample Assessment Tools and Checklists
 - Appendix G: Common Planning Tools and Forms

- **Bibliography:** The print and online resources used in developing this document are cited in the Bibliography.
- **CD-ROM:** The CD-ROM that accompanies this document contains a copy of *Grade 11 Active Healthy Lifestyles*, along with other policy and support documents that apply to this curriculum.

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