

**Forest Hill Collegiate Institute**  
**Course of Study and Evaluation Statement**  
**Healthy Active Living and Personal Fitness Activities**

**Note 1:** All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

**Note 2:** Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario School, First Edition, Covering Grades 1-12, 2010*, located at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

## 1. Course Details

- Program Area: Health and Physical Education
- Date of Development: September 2015
- Assistant Curriculum Leader: J.Homatidis, Teacher Developer: J. Ibe
- Course title: Healthy Active Living and Personal Fitness Activities
- Prerequisites: None

## 2. Overall Goals

- Course Description: This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how to their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others and develop their ability to think critically and creatively. Student learning will include the application of movement principles to refine their skills, participation in a variety of fitness activities (e.g. aerobics, weight training, aquatic fitness, etc.) that enhance personal competence and health and examination of issues related to healthy living.
- Overall Expectations in the areas of Active Living Skills; Movement Competence: Skills, Concepts and Strategies;
- In Active Living Skills, students will:
  - 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;
  - demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
  - demonstrate responsibility for their own safety and the safety of others as they participate in Grade 12, Open physical activities.
- In Movement Competence: Skills, Concepts and Strategies, students will:
  - 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;
  - 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.
  - demonstrate an understanding of human growth and motor development, and apply it to the design of age-appropriate movement activities and to the enhancement of movement skills.
- In Healthy Living, students will:
  - demonstrate an understanding of factors that contribute to healthy development;
  - 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;
  - 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 Curriculum Expectations - Please refer to Ontario Ministry of Education curriculum document for details of

Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

### 3. Program Planning Considerations

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum*. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education*: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

### 4. Learning Skills

- *Learning Skills* are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.
- Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

### 5. Academic Honesty: Cheating and Plagiarism

- Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

### 6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as demonstrations/modeling, didactic questioning, explicit teaching, skill demonstration/practice and drills.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, research and case studies.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions, cooperative learning, role playing, and peer coaching.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations.
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

### 7. Assessment and Evaluation Strategies

- The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

- Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.
- Regular, daily active and positive participation in PAF 40 classes is essential to a student's success in this course. Course content will be presented in a variety of formats that may include weekly lectures and readings, in-class individual and/or small group activities, and case studies. During the course, students will take part in a wide variety of activities and will subsequently be evaluated using multiple approaches. Some of these might include: quizzes and written tests, oral presentations, visual and/or PowerPoint presentations, fitness analysis and recording activities, performance tasks, worksheets, and research assignments.

### 8. Academic Integrity – Cheating, Plagiarism, Undue Assistance

- All students are expected to submit their own work. In the event of plagiarism or cheating, students may receive a mark of 'Zero' for the evaluation. Please read the Student Agenda Book for more detailed information regarding FHCI's policy on Academic Honesty, Plagiarism and Cheating.

### 9. Attendance

- Regular, daily positive participation in PAF 401 classes is essential to your success in this activity based course. Students are expected to arrive to class on time and prepared to participate in proper gym attire (i.e. running shoes, t-shirt, shorts) to maximize the learning experience, and to avoid or minimize any disruptions during instructional times.
- If a student is absent, a daily participation mark cannot be assigned. It is the responsibility of the student to make arrangements with the teacher to attend a lunch time activity to make up the participation marks from the missed class.
- All absences must be properly documented with a note from a parent or guardian that outlines the reason for absence. This note must be provided to the teacher immediately upon return from absence, in keeping with the school policy for absence and attendance. **\*Excessive absences, even if accompanied by notes, may result in credit loss\***
- Students are responsible for any missed work, and will be required to make arrangements with their teacher in order to complete missed assignments or evaluations. ***In the event of a missed evaluation, a medical note may be required in order for a student to receive a make-up opportunity.***
- ***Special Circumstances:*** In the event of an illness or injury that will affect the student's ability to participate over an extended period of time, the student must notify their teacher immediately so that accommodations can be made. In certain circumstances, the student may be required to complete an alternate assignment.

### 10. Late Work

- Students will be informed of due dates for evaluations (assignments, projects, presentations, tests) in advance. Students are responsible for their own behaviour and for completing and submitting work for evaluation by the due date. Please read the Student Agenda Book for more detailed information regarding FHCI's policy for Due Dates and Late Submissions.

### 11. Achievement Chart for Health and Physical Education, Grades 9-12

- The achievement chart identifies four categories of knowledge and skills in Health and Physical Education studies. This is a standard province-wide guide to help make judgments about student work that are based on clear performance standards and on a body of evidence collected over time. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. Category weightings are listed in the chart below.

Achievement Chart for Health and Physical Education, Grades 9-12			
Knowledge & Understanding	Thinking & Inquiry	Communication	Application
Subject-specific content acquired in each course (knowledge of content), and the comprehension of its meaning and significance (understanding of content, ideas, relationships between concepts).	The use of critical and creative thinking skills and/or processes, as follows: – use of planning skills – processing skills – critical/creative thinking processes	The conveying of meaning through various forms, as follows: – Expressing and organization of ideas and information in oral, visual, and/or written forms – Communication for different audiences – Use of health and physical education conventions, vocabulary, and terminology in oral, visual, and/or written forms.	The use of knowledge and skills to make connections within and between various contexts. – application of knowledge and skills – transfer of knowledge and skills to new context – making connections within and between various contexts

**12. 70% Grade Based on Course Work**

- Students need to demonstrate achievement of all the overall expectations of the course. The 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.
- Students can demonstrate their learning across the four Achievement Chart categories: Knowledge and Understanding, Thinking and Inquiry, Communication, and Application
- The course is made up of a series of formative assessments and summative assignments for each unit.
- The summative assessment tools for the units may include written application of terms and theories to case studies, lab activities, fitness logs and assessments, opinion and reaction papers, visual and oral presentations, tests and quizzes.

**13. 30% Grade Based on Course Culminating Activities**

- All students must take part in the culminating activity for this course. The steps to follow if the student is absent from this activity is included in the FHCI evaluation policy as printed in the Student Agenda Book.
  - The culminating activities for this course consists of a creating and executing a fitness training program (15%) and fitness reflection/portfolio (15%)
  - Evaluation will be based on the four categories of knowledge and skills as set out in the achievement chart

**14. Determining Marks for the Midterm Provincial Reports in November and April**

The midterm grade will be based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. Some of the overall expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

**15. Determining the Mark for the Final Report Card**

The mark for the final report card will be the sum of the 70% course work mark and the 30% culminating mark. They will be based on the most consistent level of achievement.

**16. Communication**

- Students are encouraged to seek extra help and clarification about work and assignments. Appointments may be made before and after school. Students may also be required to come in outside of class time for extra help or conferencing. Parents can also reach the teacher by phone at school, in the history department. Periodically the teacher may call home to discuss the student's progress with parents/guardians/caregivers.
- Students will be regularly notified of their achievement in the course with feedback on assignments and marks to date. Occasionally a parent/guardian signature on an assignment may be required to ensure parents have been notified of progress.

**17. Teacher Specific Information**

Teacher            Ms. J. Ibe  
                         416-393-1860 x 20030

Extra Help        Available before and after school. Please speak with the teacher to schedule an appointment.