

**Forest Hill Collegiate Institute
Course of Study and Evaluation Statement**

Healthy Active Living Education, Grade 11, Open (PPL 30)

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 *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

1. Course Details

- Program Area: Health and Physical Education
- Date of Development: June 2015
- Assistant Curriculum Leader: J. Homatidis, Teacher Developer: J. Ibe
- Course title: Healthy Active Living Education, Grade 11, Open (PPL 30). Credit Value 1.0
- Prerequisites: None
- Textbook(s) and resource materials that are essential to the course: None

2. Overall Goals

▪ Course Description:

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students 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 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.

▪ **Overall Expectations**

By the end of this course, students will:

Living Skills:

- 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:

- Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
- Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- 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

Movement Competence: Skills, Concepts and Strategies

- 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

Healthy Living:

- 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/sstudies.1112curr.pdf>

All units will vary in order based on facility availability.

Unit Types	Possible unit activities
Invasion games	Basketball Floor hockey Soccer Football Rugby Ultimate Frisbee Handball
Net/wall games	Tennis Badminton Volleyball
Target games	Bocce ball Lawn bowling Golf
Striking/fielding games	Baseball Softball Kickball
Fitness	Weight training Cardio training Core training Circuit training Tabata training
Aquatics	Swimming Water polo
Health	Healthy eating Personal safety and injury prevention Substance use, additions, and related behaviours Human development and sexual health

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 lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *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.

8. Academic Integrity – Cheating, Plagiarism, Undue Assistance

- Students are expected to submit only their own original work on evaluations done in or out of class. Plagiarism is the passing off of ideas or writings by another as one's own. Cases of academic dishonesty (cheating and 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.
- Plagiarism is considered a serious academic offence and students will receive a mark of zero for work that is plagiarized. 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. Also, students must not receive undue assistance in their course work. This means student's ideas and work must be their own – we encourage parents and others to discuss work with students but not to direct their ideas. Students are encouraged to further discuss assignments with their teacher.

9. Attendance

- There is a strong relationship between academic achievement and attendance. Students are expected to attend classes regularly although they may occasionally be absent from school for specific school sanctioned reasons or illness. It is not expected that students will regularly miss classes for any reason. If this happens students may be required to discuss the problem with an administrator before returning to class. A note from a parent or doctor is required if a student misses a formal assessment and they may be expected to complete the formal assessment on the day of their return.

10. Late Work

- In today's rapid paced world, time management is a required skill for success. It is expected that students will submit work on time according to preset dates. This ensures students will have time to complete all schoolwork. If a student cannot complete an assignment on schedule it is expected the student will discuss this with the teacher prior to the due date. Under certain circumstances the teacher may, but is not required to, negotiate a later due date.

11. Teaching/Assessment and Evaluation Strategies

- Active participation in this activity-based course is essential for the successful completion of the course. Students will be required to participate daily in activity-based lessons throughout most units of study and students will be assessed daily on their level of participation within the class. Additionally, students will also be evaluated in most units for their application of sport-specific movement skills, their knowledge and understanding of sports rules and strategies, and their effective use of social skills. The final summative evaluation will consist of a formal PowerPoint presentation on a current mental health issue, as well as three sport skills demonstrations.

12. Achievement Chart for Health and Physical Education

- The achievement chart identifies four categories of knowledge and skills in Health and Physical Education. 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. Each category will be equally weighted in this course.

Knowledge and Understanding (12%)	Thinking and Inquiry (3%)	Communication (10%)	Application (45%)
<ul style="list-style-type: none"> Knowledge of content Understanding of content 	<ul style="list-style-type: none"> Use of planning skills Use of processing skills 	<ul style="list-style-type: none"> Expression and organization of ideas and information in oral, visual, and/or written forms Communication for different audiences and purposes in oral, visual and/or written forms Use of health and physical education conventions, vocabulary, and terminology in oral, visual and/or written forms 	<ul style="list-style-type: none"> Application of knowledge and skills in familiar contexts Transfer of knowledge and skills to new contexts Making connections within and between various contexts

13. 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.
- The course is made up of a series of formative assessments and summative evaluations for each unit.
- Throughout the course, the 70% term mark will include the following assessments and evaluations: active participation, effective use of social skills, effective use of sport-specific movement skills, and an understanding and effective implementation of sports rules and strategies.
- The student is required demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments.

14. 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 activity for this course is a formal PowerPoint presentation on a current mental health issue, as well as three sport skills demonstrations.

15. 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.

16. 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.

17. 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.

18. Teacher Specific Information

Teacher	Ms. Homatidis	416.393.1860	X20030
	Mr. Sinevici	416.393.1869	X20031
	Ms. Brown	416.393.1869	X20031

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

Marks Available upon request.