

**Sir John A. Macdonald Collegiate Institute Course Brief 2020/21**

<b>A</b>	Personal and Fitness Activities	<b>Grade</b>	12
<b>Course Code</b>	PAF40F/M	<b>Credit Value</b>	1
<b>Pre-Requisite</b>	N/A	<b>Or Recommended Pre-Requisite</b>	PPL1/2/3 or PAF1/2/3 or PAI2/3
<b>Type of Course</b>	OPEN		

**TEXTBOOKS**

No assigned textbook

Various handouts

REPLACEMENT COST (if lost or damaged) n/a

**ADDITIONAL RESOURCES/LEARNING MATERIALS**

Macdonald Athletic Gym Shirt

REPLACEMENT COST (if lost or damaged)

\$10

**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 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 application of movement principles to refine their skills, participation in a variety of fitness activities that enhance personal competence and health and examination of issues related to healthy living.

**Curriculum Strands/Categories (this may differ depending on discipline and level)**

**Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge) and the comprehension of its meaning and significance (understanding)

**Thinking:** The use of critical and creative thinking skills and/or processes

**Communication:** The conveying of meaning through various forms

**Application:** The use of knowledge and skills to make connections within and between various contexts

**Assessment and Evaluation of Student Achievement**

<b>Unit</b>	<b>Unit Title/Description</b>	<b>Evaluation Task</b>	<b>Achievement Chart Focus</b>
1	Fitness Testing	Participation Reflection	Thinking, Application
2	Outdoor Fitness	Participation Social interaction	Application, Communication
3	Weight Training	Participation, Skills, unit test	Application, Knowledge and understanding
4	Healthy Living: Healthy Eating, Personal Safety and Injury Prevention, Substance Use, Addictions, and Related Behaviours, Human Development and Sexual Health	Presentation, Pamphlet, unit test	Communication, Thinking, Knowledge and understanding
5	Body Management	Participation, social interaction	Application, communication

## Levels of Achievement

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4/L4+ L4 LL4/L4-	95 – 100 87 – 94 80 – 86	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3/L3+ L3 LL3/L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2/L2+ L2 LL2/L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1/L1+ L1 LL1/L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

Learning Skills	Assessment of Learning Skills
Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)

Weighting by Strands/Categories			
Knowledge and understanding	15%	Communication	7.5%
Thinking	7.5%	Application	70%

**Assessment and Evaluation Strategies:** the following is a list of potential A/E strategies used within the course; the list may not be exhaustive and is subject to change

- |                 |                    |                           |                       |
|-----------------|--------------------|---------------------------|-----------------------|
| → Quizzes       | → Labs and Reports | → Library Research        | → Fitness Tests       |
| → Assignments   | → Unit Tests       | → Student self-evaluation | → Teacher Observation |
| → Presentations | → Skill Tests      | → Portfolios              | → Projects            |

### CALCULATION OF FINAL MARK

- 70% for evaluations conducted throughout the course
- 30% for a Culminating Activity – the C/A will occur at or towards the end of the course