

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

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|-----------------------|---|-------------------------------------|-----|
| Course Name | Healthy Active Living Education (H.A.L.E) | Grade | 10 |
| Course Code | PPL20F/M | Credit Value | 1 |
| Pre-Requisite | N/A | Or Recommended Pre-Requisite | N/A |
| Type of Course | 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 now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. 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.

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

| Unit | Unit Title/Description | Evaluation Task | Achievement Chart Focus |
|------|---|--------------------------------------|---|
| 1 | Fitness Testing | Participation Reflection | Thinking, Application |
| 2 | Invasion/territory activities: ex. Basketball, rugby, flag/touch football, soccer, ultimate, field hockey, handball, lacrosse | Participation Social interaction | Application, Communication, Knowledge and Understanding |
| 3 | Net/Wall activities: ex. Volleyball, badminton, tennis, squash | Participation, Skills, unit test | Application, Communication, Knowledge and Understanding |
| 4 | Striking/Fielding activities: ex. Softball, cricket, baseball | Participation, Skills, unit test | Application, Communication, Knowledge and Understanding |
| 5 | 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 |
| 6 | Body Management activities: ex. Track and field, aerobics, yoga, dance | Participation, social interaction | Application, Communication, Knowledge and Understanding |
| 7 | Target Activities: ex. Archery, curling, golf, bowling | Participation, Skills, unit test | Application, Communication, Knowledge and Understanding |

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

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|-----------------|--------------------|---------------------------|-----------------------|
| → 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