

T. L. KENNEDY SECONDARY SCHOOL

Course Outline

The organization and evaluation of this course has been designed to conform to the requirements of Ontario Secondary Schools, Education Policy and Program Update, and Provincial Curriculum Policy.

| Department/ Grade | Health and Physical Education (Grade 9) | Ministry Course Code & Title | PPL 1OF HealthyActive living Education | Prerequisite | N/A |
|--|---|---------------------------------|--|--------------|-----|
| Ministry Course Description | This course equips students with 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. | | | | |
| The Overarching Learning Goal | <ul style="list-style-type: none"> • The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. • The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. • The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. | | | | |

ASSESSMENT AND EVALUATION GUIDELINES: *The primary purpose of assessment is to improve student learning.*

Assessment and evaluation are based on the curriculum expectations and levels of achievement outlined in the provincial curriculum document. Evidence of student achievement for evaluation is collected over time from three different sources: **teacher observations**, **conversations with the student** and **student products**.

Overall Expectations – According to Growing Success students must demonstrate their learning of all curriculum overall expectation during the term and again in the final evaluation. Please visit <http://www.edu.gov.on.ca/eng/> for all curriculum documents.

ASSESSMENT OF LEARNING SKILLS AND WORK HABITS

The following learning skills and work habits will be fostered throughout this course and assessed on the report card.

| Learning Skills and Work Habits | Sample Behaviours |
|------------------------------------|--|
| Responsibility | <ul style="list-style-type: none"> ➤ completes/submits homework, and assignments according to agreed upon timelines ➤ takes responsibility for and manages own behaviour |
| Organization | <ul style="list-style-type: none"> ➤ develops a plan for completing work ➤ establishes priorities and manages time to complete tasks and achieve goals ➤ identifies, gathers, evaluates, and uses information, technology, and resources to complete task |
| Independent Work | <ul style="list-style-type: none"> ➤ uses class time appropriately to complete tasks ➤ follows instruction with minimal supervision |
| Collaboration | <ul style="list-style-type: none"> ➤ accepts various roles and an equitable share of work in a group ➤ responds positively to the ideas, opinions, values and traditions of others |
| Initiative | <ul style="list-style-type: none"> ➤ looks for and acts on new ideas and opportunities for learning ➤ demonstrates curiosity and interest in learning |
| Self-Regulation | <ul style="list-style-type: none"> ➤ sets individual goals and monitors progress towards achieving them ➤ perseveres through challenges, and seeks clarification or assistance when needed |
| E - Excellent | G - Good S - Satisfactory N - Needs Improvement |

The final grade (percentage mark) will be determined as follows:

| 70% Term Work | 30% Final Evaluation |
|--|--|
| Over the semester, students will demonstrate their level of understanding of course skills and content through the evaluation products listed under “Term Assessment Projects” | This will take place in the last 4-6 weeks for the semester. Based on ministry documents, it is the expectation that students be present for all parts of the final evolution and demonstrates their learning. |

The final mark will be determined using the following achievement chart categories:

| Knowledge/ Understanding | Thinking | Communication | Application |
|--|---|--|--|
| <ul style="list-style-type: none"> • knowledge of content (e.g., facts, definitions, skills, principles and strategies, safe practices and procedures) • understanding of content (e.g., processes, techniques, ideas, relationships between concepts) | <ul style="list-style-type: none"> - use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies) -use of processing skills (e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias) - use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving; analysing movement skills, strategizing, reflecting on learning and determining steps for improvement, critiquing) | <ul style="list-style-type: none"> -expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals) -communication for different audiences (e.g., peers, teammates, adults) and purposes (e.g., to inform, instruct, promote) in oral, visual, and/or written forms • use of health and physical education conventions, vocabulary, and terminology (e.g., using and interpreting signals and body language; using correct terminology to discuss parts of the body, health-related components of fitness, phases of movement [<i>preparation, execution, follow-through</i>]) in oral, visual and/or written forms | <ul style="list-style-type: none"> -application of knowledge and skills (e.g., movement skills, concepts, principles, strategies; training principles; health concepts; safe practices; personal and interpersonal skills, including teamwork, fair play, etiquette, leadership) in familiar contexts (e.g., physical activities, healthy living discussions) - transfer of knowledge and skills to new contexts (e.g., transfer of movement skills, strategies, and tactics from a familiar physical activity to a new activity, transfer of planning skills to contexts such as fitness, healthy eating, healthy sexuality) -making connections within and between various contexts (e.g., between active participation, learning in the health and physical education program, and healthy, active living; between health and physical education, other subjects, and personal experiences in and beyond school) |

| Course Units of Study | Term Assessments Projects (70% of the Final Mark) |
|-------------------------|---|
| Unit One: | Active Living – Students will participate in various physical activities that promote daily participation, responsible behaviour, group work skills and personal safety. |
| Unit Two: | Personal Fitness Planning – Students will develop an understanding of health-related fitness and the benefits that can be achieved through a personal program intended to address self identified goals. |
| Unit Three: | Skill development – Through individual, dual and team activities the students will build a repertoire of recreational and sport experiences that will develop their movement skills, strategy skills and leadership skills. |
| Unit Four: | Healthy Living – These units emphasizes the knowledge and skill students need to lead a healthy active life. Students will investigate issues related to sexuality, to the use and abuse of alcohol, tobacco, and other drugs, stress management, personal safety and CPR. |
| Unit Five: | Sports Knowledge – The students will study and apply the rules and strategies of the sports and games that they participate in. |
| Final Evaluation | Students will have the final 4-6 weeks of the semester to create an assignment that demonstrates all the overall expectations in the course. Student's attendance in mandatory. According to Growing Success, students must complete a final evaluation. If a final evaluation is not complete credit will not be granted. As per Ministry Policy, teachers will evaluate using observations, conversations and products as well as their professional judgment to determine a grade. |

| Types of Assessment: <i>Students are responsible for demonstrating their learning</i> |
|---|
| <p>Assessment <u>as</u> learning: Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.</p> |
| <p>Assessment <u>for</u> learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to</p> |

promote learning.

Assessment of learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

You must keep this course outline in the front of you course binder/notebook.

Print student name

Student Signature

Parent/Guardian Signature

Teacher Signature and Date