

Waterloo Catholic District School Board
Student Information Sheet (SIS)

School: St. David Catholic Secondary School

Department: Health and Physical Education

Ministry Document: Student Information Sheet

Course Title: Healthy Active Living

Course Type: Open

Grade: 9, 10

Course Code: PPL 10, PPL 20

Credit: 1

Prerequisite: None

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.

How This Course Supports Expectations for the Catholic School Graduate:

Through Healthy Active Living Education students learn to appreciate the total health and well being of the entire person from a physical, social, emotional, intellectual and spiritual perspective. In addition, students gain respect for the many different ways and levels in which we have all been gifted by God. This course encourages respect for the dignity and welfare of self and others and promotes the living of the gospel values.

How This Course Supports Creating Pathways :

Students will demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with Active Living Motor Competence and Healthy Living Strand for career and life planning.

Overall Expectations for Student Learning:

Health and Physical Education: Strands, Subgroups, and Living Skills			
Living Skills Personal Skills [PS] <ul style="list-style-type: none"> • Self-awareness and self-monitoring skills • Adaptive, management, and coping skills Interpersonal Skills [IS] <ul style="list-style-type: none"> • Communication skills • Relationship and social skills Critical and Creative Thinking [CT] <ul style="list-style-type: none"> • Planning • Processing • Drawing conclusions/presenting results • Reflecting/evaluating 	Strand A: Active Living		
	A1. Active Participation <ul style="list-style-type: none"> • Regular participation, variety, lifelong activity • Enjoyment, motivation 	A2. Physical Fitness <ul style="list-style-type: none"> • Fitness development through daily physical activity, personal fitness plans 	A3. Safety <ul style="list-style-type: none"> • Personal safety and safety of others during physical activity
	Strand B: Movement Competence: Skills, Concepts, Strategies		
	B1. Movement Skills and Concepts <ul style="list-style-type: none"> • Movement skills – stability, locomotion, manipulation • Movement concepts – body awareness, effort, spatial awareness, relationships • Movement principles 	B2. Movement Strategies <ul style="list-style-type: none"> • Components of physical activities • Strategies and tactics in all physical activities 	
	Strand C: Healthy Living		
	C1. Understanding Health Concepts <ul style="list-style-type: none"> • Understanding the factors that contribute to healthy growth and development 	C2. Making Healthy Choices <ul style="list-style-type: none"> • Applying health knowledge, making decisions about personal health and well-being 	C3. Making Connections for Healthy Living <ul style="list-style-type: none"> • Making connections to link personal health and well-being to others and the world around them
	<p><i>Expectations in the Healthy Living strand focus on the following four health topics. Learning about mental health and emotional well-being can be a part of learning related to all of these health topics, just as it is part of learning across the curriculum.</i></p> <ul style="list-style-type: none"> • Healthy Eating • Personal Safety and Injury Prevention • Substance Use, Addictions, and Related Behaviours • Human Development and Sexual Health <div style="border: 1px solid gray; padding: 5px; display: inline-block; margin-left: 20px;">Mental Health and Emotional Well-being</div>		

Expectations re: Learning Skills

It is expected that students will also demonstrate the following:

- Responsibility - stay on task, be responsible for self, requires minimal direction
- Organization - arrive to class on time, in full uniform, with all appropriate materials
- Individual Work - strive for personal best, participate actively
- Collaboration - participate in small and large group activities, respect choices for all group members
- Initiative - seek clarification, volunteers, actively participate in new learning situations, shows leadership
- Self-Regulation – manage independent learning, behavior

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to students and will be reported separately from student achievement of the curriculum expectations. The student's demonstrated learning skills in each course will be evaluated using the four point scale (Excellent, Good, Satisfactory, Needs Improvement) and will be separated from the reporting of achievement.

Living Skills

Students` application of the living skills must be assessed and evaluated as part of their achievement of the overall expectations in each of the strands for every grade.

Supports for Higher Learning

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

Course Breakdown and Assessment and Evaluation Strategies

Strands	Possible Assessment and Evaluation Strategies
Active Living: Initiative Tasks Fitness Circuits Weight Training Cardiovascular Training	Performance Rubrics, Tests, Teacher Observation, Self Evaluation, Fitness Assessment Project, Journal
Healthy Living: Substance Use, Addictions and Addictive Behaviours Healthy Eating Personal Safety and Injury Prevention Human Development and Sexual health Mental Health	Library Research Assignment, Journal, Role Playing, Community Presentations, Community Support Research Assignment, Tests, Performance Rubrics, Teacher Observation, Self Evaluation
Motor Competence Initiative Tasks Basketball Floor Hockey Team Games Weight Training Badminton Archery Wrestling Initiative Tasks Self Defense	Performance Rubrics, Tests, Teacher Observation, Self Assessment and Evaluation, Teacher Conferencing Performance Rubrics, Tests, Teacher Observation, Self Assessment and Evaluation, Teacher Conferencing
Final Evaluation	Team Tournament Fitness Circuit Written Reflection Teacher Monitored Performance Rubric

Teaching and Learning Strategies

The Healthy Active Living program emphasizes working cooperatively, opportunities for student questioning and investigating, concept and skill development and extending the student’s learning. This is achieved using a variety of teaching strategies: expert grouping, differentiated instruction, peer teaching, demonstration, guest speakers, goal setting, skill rubrics, role playing and observation.

Assessment and Evaluation of Student Learning

Student achievement of the learning expectations will be evaluated according to the following:

Categories of Knowledge, Skills and Values	Weighting (%)	
	Term Evaluation	Final Evaluation Activities
* Knowledge	15 %	15%
* Thinking and Inquiry	10%	10%
* Communication	15%	15%
* Application	60%	60%
Breakdown of Final Mark	70%	30%

Learning Resources:

Students will be given a “Duotang style” folder for classroom notes. They will be required to have an appropriate change of clothing for physical activity. The students will utilize a variety of text, library, technology, computer and community resources throughout various aspects of the curriculum.

School, Department and Classroom Policies

- * Students and parents need to read and sign the Parent Consent-Permission Form for Physical Education.
- * Students should not bring any valuables to the change room. They should be kept locked in their locker. Change room facilities are often shared with other classes and may not always be locked.

Growing Success

The recent Ministry “Growing Success” document and corresponding “Assessment, Evaluation, and Reporting in Secondary Schools Companion Guide” (AP 017) have resulted in new guidelines pertaining to the way in which student achievement is assessed. The following is a list of the key procedures and practices that will occur as a result of these guidelines

Late and Missed Assignments

Students are responsible for providing evidence of achievement of overall expectations within the time frame specified by the teacher. Assignments not completed within this time frame will be handled as follows.

Pre-arranged extensions to due dates are not subject to a late penalty.

If an assignment is not submitted on time, teachers will determine a revised due date and / or outline an alternate assignment.

When the assignment is submitted on the revised due date, the teacher will evaluate the assignment and assign a level. The level will then be lowered by one third (e.g. a level 3 will be adjusted to a 3-).

If the student does not complete the assignment by the revised due date, parents will be contacted and informed that the late penalty of a third of a level per school day will continue to be applied up to the full value of the assignment.

If the assignment for evaluation is not eventually submitted for evaluation, a zero is recorded for the assignment.

Missed Tests – Term Work (70%) and Culminating Course Activities (30%)

Students will be informed in advance of tests and summative assessments for which attendance on a particular day is necessary for the completion of that assessment. Student absence on the day of the test or summative assessment will be handled as follows.

Absenteeism for a legitimate reason (eg. bereavement, illness, court appearance) will result in the student re-writing the test or an alternate test upon their return to school or at a time and date determined by the teacher in consultation with the student.

Absenteeism for an illegitimate reason or truancy will result in the student re-writing the test or alternate test at a time and date determined by the teacher and communicated to the parents. The teacher will evaluate the test and assign a level. The level will then be lowered by one third (e.g. a level 3 will be adjusted to a 3-); the teacher will record both levels for consideration at mark reporting time. If the student is truant for the re-write, the teacher will assign a "0" for the test and contact parents. If a student repeatedly misses tests, teachers must notify administration.

Cheating and Plagiarism

Cheating and plagiarism are forms of academic theft. They are serious matters which have significant implications for student learning and the moral climate of the school.

Cheating is a form of deceit which involves the intentional use of improper access to materials to complete an assignment or test. Cheating constitutes the use of material on paper, in text messages, or any other means of retrieving information, including oral communication or body language.

Plagiarism occurs when an individual intentionally or unintentionally uses information and represents another person's words, facts, ideas, translations, images (photographs, art work, graphs, etc.) or audio as their own by not giving credit to the creators. Plagiarism includes purchasing, copying, stealing or cutting and pasting some or all of another person's work and submitting it as their own. Plagiarism may occur when a student fails to properly reference and cite sources or paraphrase information.

Consequences of Plagiarism and Cheating

All forms of plagiarism, whether intentional or unintentional, and cheating are unacceptable and demand consequences. Teachers will take into consideration the following when implementing consequences:

- ◆ The grade level/maturity of the student
- ◆ The number and frequency of the incidents
- ◆ The individual circumstances of the student
- ◆ Intentional versus unintentional actions (determining factors may include student knowledge of proper practice, intent to deceive, prior instruction in appropriate citing, referencing, and paraphrasing.)

Term work (70%)

- ◆ In instances of cheating or plagiarism, student products (tests, assignments for evaluation) will receive a mark of “0” on the assessment until it has been redone or revised under the supervision of a teacher, or an alternate assignment is completed and submitted. The resubmitted assignment for evaluation or test will be considered late and subject to the late policy.
- ◆ Repeat offenses of cheating and plagiarism may result in a “0” for each individual assignment for evaluation or test. In consultation with program heads and/or administrators, teachers will use professional judgement to determine the appropriate evaluation of student learning.

Culminating course activities (30%)

- ◆ **Intentionally plagiarized culminating course activities** will receive a mark of “0” for the component of the culminating activity that has been plagiarized. The student is not required to re-do that component. If, however, there is a rough draft or other stage of the process that is not plagiarized, the teacher may consider this work to determine the grade on the culminating activity.
- ◆ **Unintentional plagiarism on culminating course activities** will receive a mark of “0” until the plagiarized assignment is redone and evaluated. If the re-write is not submitted, that component of the culminating activity will receive a mark of “0”.
- ◆ **Cheating on an exam** will result in a mark of “0” for any section where it is clear that cheating has occurred.