



Bur Oak Secondary School

Physical and Health Education



Recreation and Healthy Active Living Leadership Grade 12 College University Preparation PLF4M (Credit Value 1.0)

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

MINISTRY LEARNING EXPECTATIONS: HEALTH AND PHYSICAL EDUCATION, 2016

Leadership

- A1. Demonstrate an understanding of the concept of leadership and of the attributes, skills, and style needed to be an effective leader.
- A2. Demonstrate leadership skills in a variety of contexts related to healthy, active living.
- A3. Demonstrate an understanding of group dynamics, and apply teamwork skills in a variety of contexts related to healthy, active living.

Facilitation of Recreation and Leisure

- B1. Identify and explain the benefits of lifelong participation in active recreation and healthy leisure, and demonstrate an understanding of factors that enable and constrain participation in active recreation and healthy leisure activities.
- B2. Demonstrate the ability to plan and coordinate an event related to healthy, active living.
- B3. Demonstrate an understanding of safety procedures needed for injury prevention in a variety of activities related to healthy, active living.

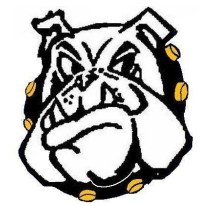
Mentoring Development

- C1. Demonstrate an understanding of mentorship and the methods used by effective mentors to contribute to the growth and development of others.
- C2. Demonstrate the ability to help others develop and implement a personal healthy active living plan.

Assessment

Your teacher will provide you with opportunities to display your competency in meeting all the specific expectations of Health and Physical Education Curriculum throughout the course, using a variety of assessment techniques. When you complete an assessment in any unit, the mark will be recorded under one or more of the four achievement categories that are standard across the province. Assessments shall be continuous and on-going throughout the course. Assessment for this course work comprises 70% of your final evaluation and will be divided in the following manner:

Knowledge and Understanding	17.5%	Thinking and Inquiry	17.5%
Communication	17.5%	Application	17.5%



Bur Oak Secondary School Assessment, Evaluation and Communication Policy

Reporting Achievement

For Grades 9 to 12, a final grade is recorded for every course. A report card grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. To determine a report card grade involves the professional judgement and interpretation of evidence by teachers. The final grade will be determined with 70% of the grade based on evaluation throughout the course and 30% of the grade based on final evaluation at or towards the end of the course throughout the course.

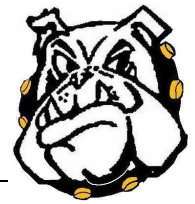
Students are responsible for:	Staff are responsible for:	Parents/Guardians are responsible for:
<ul style="list-style-type: none"> Completing a summative evaluation administered. Attending all final evaluations (exams, course culminating etc). Informing the school immediately if unable to attend due to illness, bereavement or court appearance. 	<ul style="list-style-type: none"> In consultation with administration, provide a suitable method of evaluation. Administering the final evaluation(s) no earlier than 3-4 weeks before the end of the course. Providing feedback after examinations to support improvement of student learning. 	<ul style="list-style-type: none"> Continuing to be active participants by working with the teacher, child and school to plan for the student's improvement. Planning accordingly: booking vacations, appointments, etc., outside of the examination period.

Submission of Assessments and Evaluations

Students are responsible for providing evidence of their achievement of the overall expectations, both within the timeframe and format specified by the teacher. Please review the information below for details regarding the responsibilities of students, staff and parents with respect to specific assessment guidelines and policies.

Students, staff and parents/guardians are responsible for reviewing the full policy found on the school website/handbook.

Students are responsible for:	Staff are responsible for:	Parents/Guardians are responsible for:
Before an Assessment		
<ul style="list-style-type: none"> Taking an active role in determining how they would like to demonstrate their learning. In collaboration with the teacher, identify the learning goals and success criteria for assessments. Planning for assignments to be completed in stages and to prepare ahead of time to receive feedback from the teacher about their progress. Notifying their teacher of difficulty in submitting on time at least 48 hours in advance of the due date to discuss resolution strategies. Accessing supports when necessary (peer-tutoring, extra help sessions, Special Education, student success) 	<ul style="list-style-type: none"> Collaborating with students, clearly identifying learning goals and success criteria. Applying a variety of tools to communicate requirements of in-class assessments to students and parents/guardians. Providing a variety of types of assessments that allow students to demonstrate their learning in different ways. Encouraging peer to peer support in the classroom. Communicating with the parents/guardians. 	<ul style="list-style-type: none"> Engaging their child to share what they are learning and what criteria will be used to assess their progress. Remaining informed about the various tools that their child can access learning resources and materials from home (ie. Google Classroom, moodle). Encouraging their child to share their work and explain how they are using the feedback in class to improve their learning and determine next steps. Communicating with the teacher to learn about the student's progress throughout the semester (Parent Interviews, report cards, emails, calls).



During an Assessment

<ul style="list-style-type: none"> Seeking support and learning from their peers and/or teachers Pursuing all learning opportunities (peer-editing, conferences, online feedback) leading up to a summative assessment. 	<ul style="list-style-type: none"> Providing specific and timely feedback to help students succeed. Maintaining timely and ongoing communication with students and/or parents about due dates and late assignments. Referring students who regularly have difficulty in completing assignments on time to student services (Student Success, Special Ed, ELL etc). 	<ul style="list-style-type: none"> Engaging their child to share what they are learning and what criteria will be used to assess their progress. Communicating with the teacher Ensuring students plan for major assignments to be completed in stages.
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After an Assessment & Timely Submission

<ul style="list-style-type: none"> Submitting assessments/evaluations on the predetermined due date Attending the day of an in-class assessment. Understanding there are consequences if an assessment is missed or is submitted after the due date. Reflecting on their learning and setting individual goals for future success 	<ul style="list-style-type: none"> Ensuring late mark deductions on an assessment/evaluation will not result in a midterm or final percentage mark that misrepresents the student's actual achievement. Possible assigning a zero for a final evaluation that is missed. Recording submissions of late assessments/evaluations in the evaluation of the student's learning skills. 	<ul style="list-style-type: none"> Understanding that there are consequences for not completing assignments for evaluation or for submitting those assignments late Informing the teacher if there are extenuating circumstances inhibiting the submission of assessment on due date.
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Late Assessments & Missing Assessments

In the scenario that student work is submitted late, teachers may keep the following in mind:

- Discuss with student and use professional judgment to address extenuating circumstances and the needs of the student.
- Special Education students and English Language Learners are entitled to extra time on all assessments and any decisions regarding deductions on late submissions for these students should be addressed with the SERT, the Student Success Team, or an administrator.
- If deducting late marks a teacher can deduct up to 3% per day to a maximum of 15%.
- Please review the full policy found on the school website/handbook.**

Academic Honesty

Bur Oak students are expected to think independently and honestly. It is in the best interest of each student to build habits which contribute to genuine academic, personal and social growth. True learning in an intellectually stimulating environment is enhanced when students consistently demonstrate respect for the intellectual property rights of others. Whether intentional or through ignorance of the rules, acts of academic dishonesty can lead to severe consequences for students.



Instances of suspected cheating or plagiarism:

Students are responsible for:	Staff are responsible for:	Parents/Guardians are responsible for:
<ul style="list-style-type: none"> Understanding there are consequences for submitting assessments that are plagiarized or with instances of cheating. Demonstrating that the work is their own. 	<ul style="list-style-type: none"> Dealing with incidences of cheating and/or plagiarism on a case-by-case basis. In collaboration with administration will use professional judgement to use any of the following steps/consequences: <ul style="list-style-type: none"> the teacher will interview the student regarding the incident; parents or legal guardians will be contacted; the department head and administrator will be informed; oral and/or written warning or reprimand; a make-up assignment or rewrite may be given; a deduction in marks, a failing grade or mark of zero may be assigned; and/or suspension. 	<ul style="list-style-type: none"> Understanding there are consequences for submitting assessments that are plagiarized or with instances of cheating.

If you have any questions please contact course teacher Cassie Wun- cassie.wun@yrdsb.ca or the Department Head Mr. Ebisuzaki - andrew.ebisuzaki@yrdsb.ca

We have read and understand the policies outlined in this outline. We will contact the classroom teacher should we require any clarification.

Please Print Student Name: _____

Signature of Parent/Guardian: _____

Date: _____