

Bur Oak Secondary School

Physical and Health Education

Healthy Active Living Education

PPL 208/209 (Credit Value 1.0)



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.

The course is organized into 3 Strands:

The expectations for the Healthy Active Living Education courses are organized into three distinct but related strands – Active Living, Movement Competence, and Healthy Living. Integral to expectations in all these strands is a further set of expectations, presented at the start of each grade. These are the **living skills** – the personal, interpersonal, and critical and creative thinking skills that are essential to the achievement of expectations in the three strands. They make the learning in the Healthy Active Living Education courses personally relevant to students, as students learn to apply them in a variety of contexts that relate to their everyday lives. **Students will be using the, “Healthy Active Living 2.0” textbook which aligns with the recently revised Ontario Health and Physical Education Curriculum Document.**

Strand A: Active Living

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*. As they participate in a wide range of activities, students also learn about the benefits of physical activity for mental health. Learning through physical activity helps to enhance students’ physical literacy.

Overall Expectations:

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives; A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Strand B: Movement Competence: Skills, Concepts, Strategies

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*. As students develop their confidence and competence, they will be developing their physical literacy. The students learn kinesthetically in this strand, as in the Active Living strand, and have regular opportunities in every grade to develop and practise their personal movement skills.

Overall Expectations:

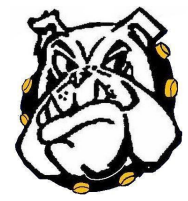
B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities; B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

Strand C: Healthy Living

The health content in this strand is divided into four content areas: **healthy eating; personal safety and injury prevention; substance use, addictions, and related behaviours; and human development and sexual health**. These topics have been chosen because they are fundamentally connected to students’ daily lives. Concepts tied to mental health and emotional well-being are woven throughout all content areas across all grades.

Overall Expectations:

C1. demonstrate an understanding of factors that contribute to healthy development; C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.



Students will participate in a balanced selection of activities intended to enhance their physical skills and develop their ability to apply sport/game strategies. Students will participate in some of the following:

Activity Category	Target Activities	Net/Wall Activities	Striking/Fielding Activities	Territory Activities
Examples	disc golf	badminton, volleyball, table tennis	baseball/softball, kick-ball	basketball, football, European handball, hockey, soccer, tchoukball, ultimate Frisbee,

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	12%	Thinking and Inquiry	12%
Communication	12%	Application	34%

Your teacher will provide you with a variety of assessment techniques that may include:

Daily Participation
Quizzes/Test
Presentations

Daily Self Evaluation
Reflections
Collages/Pamphlets

Skill Improvement
Research Assignments
Other Dynamic Activities

This course incorporates programming that reflects the Ministry and Board policy and initiatives in the areas of Equity and Inclusivity, Modern Learning, Mental Health & Well Being and Mathematics.

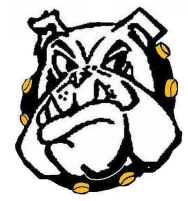
Summative Evaluation

Toward the end of the course students will be required to demonstrate overall mastery of the course expectations by completing a *Fitness Blast*, *Fitness Profile*, *Tournament Participation* and subsequent culminating activities. Students will need to demonstrate accurate movement skills and show improvement in muscular and cardiovascular fitness. The summative evaluation will comprise 30% of your overall mark.

Participation

Physical and Health Education is a participatory subject. The **Application** category is very important to your success. Students will receive a “block” evaluation for each unit the class engages. Students will complete a self evaluation and will receive teacher feedback for each activity block. Students must attend PHE class on time, in proper gym uniform and be an active participant. Moreover, learning skills will be considered during each block. Students must strive for personal growth and development. Please avoid bringing money or valuable belongings into the change rooms. Bur Oak is not responsible for any damage or loss of personal property.

Any student who chooses to reduce the degree of participation to a minimal level or who displays behaviour that is unacceptable according the Bur Oak Secondary School code of conduct and behavior, will have their participation mark reduced to zero.



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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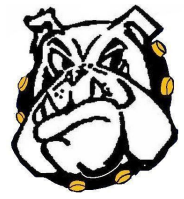
Late Assessments & Missing Assessments

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.



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 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: _____

Student #: _____