



Glebe Collegiate Institute

Healthy Active Living Education Grade 12

PPL 40

Course Overview

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. 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.

Course Requirements

In order to be successful in Healthy Active Living Education students are responsible for the following:

- Arriving to class on time and prepared to actively participate in the days activity. This is activity dependant, but every students will need the following items throughout the course: Proper athletic footwear (lace-up running shoes), proper athletic clothing (t-shirt, shorts, sweatpants), a water bottle, a hat and sunscreen, a bathing suit, a binder with paper and a writing utensil, and an agenda.
- Taking an active role in creating a positive learning environment where all students feel safe and welcome.
- Completing and submitting all work assigned.

Strands

Living Skills

Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands and will be assessed and evaluated within these contexts.

Overall Expectation:

By the end of this course, students will:

1. Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in



the Active Living, Movement Competence, and Healthy Living strands for this grade.

A. Active Living

Overall Expectations:

By the end of this course, students will:

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.

B. Movement Competence: Skills, Concepts, and Strategies

Overall Expectations:

By the end of this course, students will:

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.

C. Healthy Living

Overall Expectations:

By the end of this course, students will:

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.

Assessment and Evaluation

Assessment

The primary purpose of assessment is to improve student learning this takes place both through “**assessment for learning**” (descriptive feedback from the teacher) and “**assessment as learning**” (development of students’ capacity to be autonomous learners who set goals, monitor their own progress, determine next steps and reflect on their thinking and learning).

All curriculum expectations will be covered through instruction and assessment.

Evaluation

Evaluation refers to the process of judging the quality of students learning on the basis of established performance standards and assigning a value to represent that quality.

Evaluations will focus on students’ achievement of the **Overall Expectations** of the course.

Categories of Knowledge Skills:

Assessments and Evaluations will incorporate the following categories of Knowledge Skills::

Knowledge and Understanding. Subject-specific content acquired in each grade or 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 and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

A&E Strategies

Assessment for learning, of learning and evaluation of the overall expectations of the course will take various forms throughout the course. Evaluations will be based upon: Teacher observation, assessment and evaluation of student products, and student- teacher conferences.

Reporting Student Achievement

Teachers will use student Evidence Records to inform their professional judgement in the determination of report card grades. The final grade will be determined using the following calculation:

Term mark: 70%

Summative mark: 30%

Levels of Achievement

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 in specific areas, as necessary, if they are to be successful in a course in the next grade.

Level 2 represents achievement that approaches the 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.

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 courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course.

Achievement Level Conversion to Percentage Mark Range:

Achievement Level	Percentage Mark	Achievement Level	Percentage Mark
4+	95-100%	2+	67-69%
4	87-94%	2	63-66%
4-	80-86%	2-	60-62%
3+	77-79%	1+	57-59%
3	73-76%	1	53-56%
3-	70-72%	1-	50-52%