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| OTTAWA CATHOLIC SCHOOL BOARD | **Grade 11 Healthy Active Living Education PAD3O** | Inspired Education. Inspiring Students. |

**Teacher:** **Teacher Name**

**Prerequisite Course:** None

**Description and Overall Expectations:** 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. Focus courses are centred around a particular group of physical activities which are used as the vehicle through which students will attain all of the expectations in the Healthy Active Living Education curriculum. This course will focus on a variety of outdoor activities, such as "canoeing, hiking, cross country skiing and orienteering" (adjust activities as needed)

**Living Skills:** 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.

**Active Living:** 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; demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

**Movement Competence:** Skills, Concepts and Strategies: 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; 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.

**Healthy Living:** demonstrate an understanding of factors that contribute to healthy development; 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; 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.

**Course Resources:** Key resource(s) along with supplementary resources / digital tools and sites / passwords; include replacement cost for resources if lost/damaged.

**Catholic Graduate Expectations:** Our goal for all students is to experience an education based on our Catholic Graduate Expectations. **(**http://www.iceont.ca) We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

**Assessment, Evaluation and Reporting:** The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility — fulfills responsibilities and commitments *(e.g. accepts and acts on feedback)*
2. Organization — manages time to complete tasks and achieve goals *(e.g. meets goals, on time)*
3. Independent work — uses class time appropriately to complete tasks *(e.g. monitors own learning)*
4. Collaboration — works with others, promotes critical thinking *(e.g. provides feedback to peers)*
5. Initiative — demonstrates curiosity and an interest in learning *(e.g. sets high goals)*
6. Self-Regulation — sets goals, monitors progress towards achieving goals *(e.g. sets, reflects goals)*

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

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| Level 1 | achievement falls below the provincial standard | (50-59%) |
| Level 2 | achievement approaches the provincial standard | (60-69%) |
| Level 3 | achievement is at the provincial standard | (70-79%) |
| Level 4 | achievement surpasses the provincial standard | (80-100%) |

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

**Mark Breakdown:**

Term Work (65%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Attendance and Participation (10%) - see more information here

Summative evaluation (25%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know and the skills they have learned, based on the overall expectations. In PAD3O, the summative evaluation will consist of a culminating task (25%).

**Awarding of Course Credit:** Students who demonstrate evidence of achievement of overall expectations, ***and*** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not attempt the summative evaluation (exam and/or culminating task) will not earn their credit regardless of their mark.

**Student and Parent/Guardian Acknowledgement**

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print):_____ Parent/Guardian Signature: _____