

## COURSE OUTLINE

<b>Course Code/Type/Title/:</b> PAF30 Open Healthy Living and Personal and Fitness Activities	<b>Grade/ Level:</b> 11	<b>Credit Value:</b> 1.0	<b>Division:</b>  High School
	<b>Prerequisite:</b> N/A		
<b>Course Developer:</b> Dillon Spencer & Justin Moore	<b>Date Created:</b> June, 2024	<b>Developed From:</b>  The Ontario Curriculum Grades 9 to 12: Health and Physical Education (2015)	
<b>Course Reviser:</b> Dillon Spencer	<b>Date Revised:</b>		
<b>For Academic Year:</b>  2024 - 2025	<b>Total # of Weeks:</b> 37	<b>Total # of Hours:</b> 112.7	<b>Total # of Classes:</b> 169

### COURSE DESCRIPTION/RATIONALE

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 and exposure to a broader range of activity settings, students 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.

This course will focus on improving physical fitness through participation in a variety of strength, mobility, and aerobic training activities.

### Overall Expectations

#### Living Skills

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

A1. Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence 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

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

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.

## COURSE CONTENT

Unit Title and Description	Dates	Number of Classes
<b>Brighton Fitness Program</b> Two classes each week students will engage in a progressive training program designed to build and strengthen muscle.	Ongoing	70 classes
<b>Rotating Activity</b> Each <b>Friday</b> students will participate in an activity designed to improve another physical fitness attribute. Different attributes to be targeted include cardiovascular fitness, muscular power, coordination, balance, and mobility.	Ongoing	33 classes
<ul style="list-style-type: none"> <li>Fitness Games</li> </ul>	Sept. 3 - 13	2 classes
<ul style="list-style-type: none"> <li>Fitness Circuits</li> </ul>	Sept. 16 - 27	2 Classes
<ul style="list-style-type: none"> <li>Yoga</li> </ul>	Sept. 30 - Oct. 25	4 classes
<ul style="list-style-type: none"> <li>Track and Field</li> </ul>	Oct. 28 - Nov. 22	4 classes
<ul style="list-style-type: none"> <li>Cardio Drumming</li> </ul>	Nov. 25 - Dec. 20	4 classes
<ul style="list-style-type: none"> <li>AMRAP exercises</li> </ul>	Jan. 6 - 24	3 classes
<ul style="list-style-type: none"> <li>Dance/Dance Fitness</li> </ul>	Jan. 27 - Feb. 14	3 classes
<ul style="list-style-type: none"> <li>Pilates</li> </ul>	Feb. 17 - Feb. 28	2 Classes
<ul style="list-style-type: none"> <li>Rock Climbing</li> </ul>	Mar. 3 - Mar. 28	2 classes
<ul style="list-style-type: none"> <li>Cardio boxing/kickboxing</li> </ul>	Mar. 31 - Apr. 18	3 classes
<ul style="list-style-type: none"> <li>Ball Sports</li> </ul>	Apr. 21 - May 16	4 classes
<b>Health Class</b> Two classes each week students will participate in Health class, where they will learn about Healthy Eating, Personal Safety and Injury Prevention, Substance Use, Addictions and Related Behaviours, and Human Development and Sexual Health	Ongoing	66 classes
<ul style="list-style-type: none"> <li>Personal Safety and Injury Prevention</li> </ul>	Sept. 3 - Oct. 25	16 classes
<ul style="list-style-type: none"> <li>Substance Use, Addictions and Related Behaviours</li> </ul>	Oct. 29 - Dec. 19	16 classes
<ul style="list-style-type: none"> <li>Human Development and Sexual Health</li> </ul>	Jan. 8 - Mar. 7	18 classes
<ul style="list-style-type: none"> <li>Healthy Eating</li> </ul>	Mar. 24 - May 16	16 classes
<b>Summative Assessment:</b> <b>Health and Fitness SMART Goals</b> Students will apply the knowledge they have acquired throughout the year to set personal health and fitness goals, and create a plan to achieve them. <i>(Note: Final Assessment will be based on all 4 Categories of Achievement chart)</i>	May 20 - June 12, 2025	17 classes
<i>Deliberate attention will be paid to pacing in line with students' learning needs. Units and dates are thus subject to change or modification as required</i>		Total = 169 /112.7 hours

## Summary of Teaching and Learning Strategies

- Teacher/student modeling of skills
- Hands-on practice and repetition of skills and exercises
- Goal setting
- Self-assessment
- Nearpod
- Pear Deck
- BrainPOP
- Visual/Google Slides presentations
- Videos
- Websites/iPad applications

## ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

### Assessment *for* Learning and *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. This occurs on an ongoing basis throughout the course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”.

As part of assessment *for* learning, students are provided with descriptive feedback and coaching for improvement.

*Occurs before teaching, during teaching; ongoing, while students practice skills. Information gathered is used to:*

- *determine what students already know and can do with respect to the knowledge and skill identified in the overall and specific expectations;*
- *obtain information about their interests and learning preferences;*
- *monitor students’ progress towards achieving the overall and specific expectations, and*
- *provide timely and specific descriptive feedback to students, and scaffold next steps.*

Assessment *as* learning helps all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Assessment and evaluation encompasses not just student product, but observation and conversation. Students are offered many and varied opportunities to demonstrate learning and are involved in the process of co-constructing success criteria.

Students are guided to become aware of their learning styles and strengths.

*Occurs during teaching; ongoing, with support. Information gathered is used to:*

- *provide feedback to peers (peer assessment);*
- *monitor one’s own progress (self-assessment), and*
- *reflect on learning and set individual goals.*

### Evaluation – Assessment *of* learning

Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning. All curriculum expectations must be accounted for in instruction and assessment, but ***evaluation focuses on students’ achievement of the overall expectations.***

Assessment and evaluation strategies support all students, including those with special education needs. Accommodations and/or Modifications are provided in accordance to each student’s IEP.

*Of learning occurs at or near the end of a period of learning (summative). Information gathered is used to:*

- *summarize quality of student learning at a given point in time, based on established criteria;*
- *determine grades, and*
- *communicate information about achievement to students, parents and others.*

## Strategies for Assessment & Evaluation of Student Performance

Assessment activities are also learning activities. Assessment is ongoing throughout the units.

There is a summative performance activity and/or a summative pencil and paper test for each unit.

Assessment tools to be used throughout the course include:

For:	As:	Of:
<ul style="list-style-type: none"> <li>• Diagnostic Assessments</li> <li>• Brainstorms</li> <li>• Concept Maps</li> <li>• KWL Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Feedback</li> <li>• Peer Assessment</li> <li>• Self-Assessment</li> <li>• Peardeck</li> <li>• Nearpod</li> <li>• Edpuzzle</li> <li>• Exit Cards</li> <li>• Reflection</li> <li>• Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Tests</li> <li>• Skills Tests</li> <li>• Teacher Observation</li> <li>• Student Projects</li> <li>• Rubrics</li> <li>• Checklists</li> <li>• K&amp;UTCA Achievement Chart</li> </ul>

Assessment/ Evaluation (Based on all 4 categories)	Achievement Chart Categories (Term + Final)	Details	Weighting (%)
Term Work (70%) + Final Culminating Activity: (30%)	Knowledge/Understanding	In-class assignments , participation, safety, presentations, tests, projects	30%
	Thinking	In-class assignments, tests, projects culminating activity	20%
	Application	Participation, safety, tests, projects presentations, logs	30%
	Communication	In-class assignments, oral presentations, tests, projects	20%
100%			100%

Considerations for Program Planning
<p><b>Students with special needs:</b> Instructional and assessment activities will take into account the strengths, needs, learning expectations and accommodations as identified in the student's IEP. It is anticipated that all students will require:</p> <ul style="list-style-type: none"> <li>• Repetition of the tasks</li> <li>• Direct instruction on how to apply knowledge and skills</li> <li>• More time for learning and completion of tasks</li> <li>• The use of assistive technology where appropriate</li> <li>• A variety of written, oral and performance tasks (Write-Say-Do)</li> <li>• Regular communication of information about assignments and achievement to students, parents and others</li> </ul> <p><b>Role of Information and Communication Technology:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities to learn and apply computer skills through research and digital presentation of knowledge</li> </ul> <p><b>Health and Safety:</b></p> <ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Injury prevention</li> <li>• Sexual health</li> <li>• Healthy eating</li> <li>• Substance abuse and addiction</li> </ul> <p><b>Healthy Relationships:</b></p> <ul style="list-style-type: none"> <li>• Build and practice interpersonal skills (e.g. teamwork, fair play, anti-bullying)</li> <li>• Examine features of healthy relationships during Human Development and Sexual Health unit</li> </ul> <p><b>Anti-discrimination Education:</b></p> <ul style="list-style-type: none"> <li>• Students are expected to show respect, tolerance and understanding towards individuals, groups, and cultures in the global community, as well as respect and responsibility for the environment.</li> <li>• Show understanding of the importance of protecting the rights of others and taking a stand against racism and other expressions of hatred and discrimination</li> <li>• Curriculum activities to strengthen students' abilities to recognize bias and stereotypes in contemporary as well as in historical portrayals, viewpoints, representations, and images</li> </ul> <p><b>Environmental Education:</b></p> <ul style="list-style-type: none"> <li>• Environmental impact of food choices</li> <li>• Environmental impact of activity in outdoor spaces</li> <li>• Health and safety in outdoor spaces (e.g. proper attire and sun exposure)</li> </ul> <p><b>Equity and Inclusive Education:</b></p> <ul style="list-style-type: none"> <li>• Tolerance and understanding of others, especially around issues of gender and sexuality</li> </ul> <p><b>Financial Literacy:</b></p> <ul style="list-style-type: none"> <li>• Affordability and food choices</li> <li>• Economic costs of substance abuse</li> <li>• Affordability affecting access to different forms of physical activity</li> </ul>

## Modifications

Not all activities will be required to be performed with full competence. Assessments will be based on student abilities, needs, and restrictions.

Academic requirements (Expectations) will not be modified for students who are working towards a credit in this subject.

However, other students with IEPs may be integrated in the class who are not expected to complete credit requirements or earn a credit in PAF10.

## Key Resources needed for this Course *(incl. texts, workbooks, technology, equipment, materials, supplies...)*

- Weights
- Rock wall
- Cardio machines
- Resistance bands
- Medicine balls
- Pylons
- Other assorted equipment
- BrainPOP
- Edpuzzle
- Nearpod
- Peardeck
- Obie
- Chromecast
- Laptop/computer

## Revisions