OTTAWA CATHOLIC SCHOOL BOARD	**Grade 7 Health and Physical Education** **French Immersion**	Inspired Education. Inspiring Students.

Teacher: **Teacher Name**

Description and Overall Expectations: Program design and delivery must take into account the physical, cognitive, social, and emotional development of students, as well as their sense of self, or spirit. The following descriptions of the developmental characteristics of students in the intermediate grades are general in nature, and individual student characteristics will vary depending on the child's age, sex, gender identity, body size, experience, and background. Because the developmental characteristics and needs of students in these grades cover such a wide range, awareness of individual needs is critically important at this level. **The language of instruction for this subject is French.**

Social-Emotional Learning Skills: apply, to the best of their ability, a range of social-emotional learning skills 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 how physical activity can be incorporated into their daily 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 social-emotional learning 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.

Growth And Development: topics related to Family Life Education

Subject 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:

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.

Reporting on Student Learning:

Student learning will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking, communication and application of all overall expectations.

The fall progress report gives feedback on learning skills (i.e, needs improvement, satisfactory, good or excellent) and emerging student achievement (i.e. progressing with difficulty, progressing well, progressing very well)

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

<u>Student and Parent/Guardian Acknowledgement</u>

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: _____