



**The Bishop Strachan School**  
**Department Name: Health and Physical Education**

**Course Title: Personal & Fitness Activities**

**Grade Level: 10**

**Ministry Course Code: PAF20**

**Teachers Name: Allison McKenzie**

**Developed by: Linda Leckie**

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**Developed from: The Ontario Curriculum Document, Health and Physical Education 2000- Grades 9 and 10**

**Text: None**

**Prerequisite:**

**Credits: 1.0**

**Length: 110 hours**

## Course Description/Rationale

This independent course is designed for those students who are accomplished athletes and highly involved in their sport outside of school. The course consists of three components: Activity, Health and Leadership. Students keep an electronic Portfolio to document their growth and development from September through May and chart their required course hours. The course will emphasize personal safety and injury prevention with a focus on fitness. In health the students will independently research healthy eating, substance use and abuse and other health topics related to their sport. Students will gain decision-making skills, improve communication skills and develop organizational skills. In conjunction with the course instructor, students develop an IEP to use as a guideline for the course.

## Overall Curriculum Expectations

### Physical Activity

1. demonstrate personal competence in applying movement skills and principles;
2. apply their knowledge of guidelines and strategies that can enhance their participation in recreational and sports activities;

### Active Living

3. participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation;
4. demonstrate improvement in personal health-related physical fitness;
5. demonstrate responsibility for their personal safety and the safety of others;

### Healthy Living

6. explain how healthy eating fits into a healthy lifestyle;

### Living Skills

7. use decision-making and goal-setting skills to promote healthy active living;
8. demonstrate an ability to use stress management techniques;
9. demonstrate the social skills required to work effectively in groups and develop positive relationships with their peers;

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Activity - Fitness				80	80
2. Leadership	2			12	14
3. Health	5			9	14
Summative				2	2
<b>Total</b>	<b>7</b>			<b>103</b>	<b>110</b>

## Unit Descriptions

### Unit 1 – Activity (*Fitness*)

This unit enables students to use the sport they compete in outside of school towards their credit. Students are required to keep an Activity Log to record their 80 hours of activity. A monthly reflection will join the log to share what they are learning about themselves, how they are growing and developing, how they are transferring what they are learning and noting significant and sentinel moments as an athlete. In addition to the Log, students need to collect other learning samples to document their development which will be re-visited later in the course.

### Unit 2 – Leadership

In this unit students are required to complete 15 hours of leadership and document their hours in a Leadership Journal. The journal is also an opportunity to reflect on their experiences as a leader and to explore what they are learning about themselves as a leader, others and their sport. Students may choose to complete their hours in a variety of ways – most common is to take on a leadership role in the sport they are participating in. They can also include other items to document their learning to be re-visited later in the course.

### Unit 3 – Health

To complete the health requirements of the course, students will be involved in two or three health projects designed by the student. Areas of study will include but are not limited to: substance use and abuse in their sport, healthy eating and healthy living in their sport. Students decide how the research will be conducted, what form the project will take and how they can share the information with others. Students document all stages of the planning and research in their Portfolio and will include a reflection on the process.

## Teaching/Learning Strategies

<input type="checkbox"/> Lecture	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Group work	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Reading	<input type="checkbox"/> Debate	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Structured discussion	<input type="checkbox"/> Listening team	<input type="checkbox"/> Field trip
<input type="checkbox"/> Practical exercise	<input type="checkbox"/> Research project	<input type="checkbox"/> Game
<input type="checkbox"/> Drill	<input type="checkbox"/> Leadership presentation	<input type="checkbox"/> Independent study
<input type="checkbox"/> Case study		
<input type="checkbox"/> Role play		
<input type="checkbox"/> Discovery		
<input type="checkbox"/> Conference		

### Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Interviews	Teacher anecdotal records
Works sheets	ePortfolios	Conferences	Teacher log
	Presentations	Online Discussion	Checklists
	Role playing	Seminars	Rubrics
	Demonstrations	Self evaluation	
	Diagrams	Peer evaluation	
	Journals		

### Assessment/Evaluation

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Activity - Fitness 80h	1,2,3,4,5,8,9	Log
			Journal
			ePortfolio
	2. Leadership 15h	7,8,9	Research Paper
			Sharing
			Teaching
			Log
			ePortfolio
	3. Health 15h	4,5,6,8	Journal
			Project
			Reflection
			ePortfolio
Research			
30%	Summative - Portfolio Presentation Reflective Essay		Portfolio Presentation Conference Essay

## Course Resources

*Physical activity for Health and Fitness. Jackson Allen et al. Human Kinetics 1999*

*OPHEA Physical Education: Ontario Health and Safety Guidelines: Secondary Curricular Guidelines. Toronto: OPHEA 1997*

*Ontario Ministry of Education Course Profiles*

## Achievement Chart – Health and Physical Education, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., foundational skills, facts, terms, characteristics, symbols)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., ideas, processes, relationships, techniques, strategies, principles, patterns, concepts)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving, conflict resolution)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual, and written forms (e.g., <i>oral</i> : role plays, interviews, presentations; <i>visual</i> : posters, collages, graphic organizers, electronic representations; <i>written</i> : pamphlets, flyers, journals, fitness plans, reports)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences (e.g., self, peers, teachers, community) and purposes (e.g., to inform, instruct, persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills in familiar contexts – fundamental movement skills – principles of movement, sports strategies – interpersonal skills (e.g., team work, fair play, leadership) – health concepts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts – fundamental movement skills – principles of movement, sports strategies – interpersonal skills (e.g., team work, fair play, leadership) – health concepts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between health concepts, personal development, physical fitness, active participation, safe practices, and healthy living)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness