



Grand River Collegiate Institute

PAF30Y COURSE OUTLINE

*"We believe in human dignity, commitment
to learning and education for life."*

175 Indian Road
Kitchener, ON N2B 2S7
(519) 576-5100
Web site: grc.wrdsb.on.ca

Identifying Information

Course Title: Power Fit

Course Code: PAF30Y

Course Type: Open

Grade: 11

Credit Value: 1

Ministry: The Ontario Curriculum, Secondary

Document: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Textbook: None

Prerequisite: None

Teacher Contact Information

Course Teacher	
Telephone Contact	
Email Contact	

COURSE DESCRIPTION

This course emphasizes regular participation in strength and conditioning that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal fitness competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, and the use of informed decision-making, conflict resolution, and social skills in making personal choices. This is Power Fit Two (2).

ESSENTIAL COURSE COMPONENTS

To be successful in this course you **must** be able to demonstrate **all** of the following:

- Consistent participation in a fitness training program that encourage lifelong participation
- Maintenance or improvement of personal fitness
- Understanding feedback and application of movement skills and principles (physical literacy)
- Basic understanding of human anatomy and physiology as it applies to training and fitness
- Safe practices & decision making skills to achieve goals related to personal health
- Appropriate social skills when working collaboratively with others

EVALUATION

(See Rubric on next page)

Assessment and Evaluation:

55% in class active participation, personal living skills, interpersonal skills, movement skills and strategies (execution of healthy lifting skills; warm-ups)

15% program logbook including personal feedback

30% summative: written assignments, summative performance (improvement of physical fitness, safe play)

Refer to the GRCI Web Site www.grc.wrdsb.ca for Assessment, Evaluation and Reporting Policies as well as Academic Honesty and Late Policies.

ESSENTIAL LEARNINGS AND ASSESSMENT LEVELS FOR H.A.L.E.

SUBGROUPS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Regular Active Participation	I rarely participate to the best of my ability EVERYDAY. Participation is hindered by absences, consistent lates and forgetting gym clothes.	I sometimes participate to the best of my ability EVERYDAY. Participation is hindered by absences, lates and forgetting gym clothes.	I usually participate to the best of my ability EVERYDAY. I am present, on time, and changed most days.	I am changed, on time, and participate to the best of my ability EVERYDAY!
Improvement of Physical Fitness	I have limited willingness to engage in fitness development. Heart Rate: My heart rate was beating at a resting rate for most of the period. Breathing Rate: My breathing rate did not increase. Physical Change: There is minimal change with my muscles. I have not elevated my body temperature. I am not sweating, nor do I have a flushed face.	I have some willingness effort to improve my personal fitness. Heart Rate: My heart rate was still in my comfort zone, not elevated much. Breathing Rate: I'm breathing a little harder. Physical Change: My skin is warm and I have elevated my body temperature. I may be red faced and sweating. I have not challenged my muscles to work hard and feel tired.	I understand the need for active fitness development. Heart Rate: My heart rate is beating high but not for long durations of time or could beat at a higher intensity. Breathing Rate: I can carry on a conversation with some difficulty. My breathing is quite fast. Physical Change: My skin is warm and I have elevated my body temperature. I may be sweating and red faced. Muscles are tired but not really feel fatigued or exhausted.	I demonstrate determined effort and intensity in my fitness development " I ROCKED this class!"
Safe Play	I require encouragement to follow rules and instructions or to demonstrate respectful behaviour.	I sometimes have difficulty participating with proper etiquette or appropriate behaviour.	I follow rules and instructions.	I participate with etiquette and responsible, respectful behaviours "A Class Act!" "My cell phone is NOT on my person."
Personal Living Skills (Attitude)	I need constant reminders not to argue and complain.	I need reminders to stay engaged in activities.	I am engaged in activities most of the time.	I engage positively in all activities.
Interpersonal Living Skills (Leadership)	I often interfere with the learning of others.	I am cooperative at times and require supervision to be sportsmanlike.	I am a good teammate and positive role model.	I am a leader and an even better teammate "Call me Captain!"
Movement Skills	I demonstrate limited understanding of the movement skill principles of preparation, execution, and follow through.	I demonstrate some understanding of the movement skill principles of preparation, execution, and follow through.	I demonstrate considerable understanding of the movement skill principles of preparation, execution, and follow through.	I always demonstrate outstanding effectiveness in movement skills "I aced it!"
Movement Strategies (Efficiency)	I apply few strategies and tactics and at the appropriate time.	I apply some strategies and tactics and some are applied at the appropriate time.	I apply most strategies and tactics and most are applied at the appropriate time.	I always demonstrate knowledge of "I get it!"

STRANDS AND LIVING SKILLS

Healthy Active Living Education: Strands, Subgroups, and Living Skills

<p>Living Skills</p> <p>Personal Skills [PS]</p> <ul style="list-style-type: none"> • Self-awareness and self-monitoring skills • Adaptive, management, and coping skills <p>Interpersonal Skills [IS]</p> <ul style="list-style-type: none"> • Communication skills • Relationship and social skills <p>Critical and Creative Thinking [CT]</p> <ul style="list-style-type: none"> • Planning • Processing • Drawing conclusions/presenting results • Reflecting/evaluating 	<p>Strand A: Active Living</p>		
	<p>A1. Active Participation</p> <ul style="list-style-type: none"> • Regular participation, variety, lifelong activity • Enjoyment, motivation 	<p>A2. Physical Fitness</p> <ul style="list-style-type: none"> • Fitness development through daily physical activity, personal fitness plans 	<p>A3. Safety</p> <ul style="list-style-type: none"> • Personal safety and safety of others during physical activity
	<p>Strand B: Movement Competence: Skills, Concepts, Strategies</p>		
	<p>B1. Movement Skills and Concepts</p> <ul style="list-style-type: none"> • Movement skills – stability, locomotion, manipulation • Movement concepts – body awareness, effort, spatial awareness, relationships • Movement principles 	<p>B2. Movement Strategies</p> <ul style="list-style-type: none"> • Components of physical activities • Strategies and tactics in all physical activities 	
	<p>Strand C: Healthy Living</p>		
	<p>C1. Understanding Health Concepts</p> <ul style="list-style-type: none"> • Understanding the factors that contribute to healthy growth and development 	<p>C2. Making Healthy Choices</p> <ul style="list-style-type: none"> • Applying health knowledge, making decisions about personal health and well-being 	<p>C3. Making Connections for Healthy Living</p> <ul style="list-style-type: none"> • Making connections to link personal health and well-being to others and the world around them
<p><i>Expectations in the Healthy Living strand focus on the following four health topics. Learning about mental health and emotional well-being can be a part of learning related to all of these health topics, just as it is part of learning across the curriculum.</i></p> <ul style="list-style-type: none"> • Healthy Eating • Personal Safety and Injury Prevention • Substance Use, Addictions, and Related Behaviours • Human Development and Sexual Health 			
<p style="text-align: right;">Mental Health and Emotional Well-being</p>			

PROCEDURES

Late and Missing Assignments: It is important for students to develop good personal management skills (such as time management and planning). These skills will be reflected in the learning skills area of the report card. It is expected that students will complete and submit all essential tasks as they are the opportunity for you to demonstrate your learning to your teacher.

Attendance: Attendance in classes is an important part of learning, and absences should be avoided. When a student is absent, a parent/guardian must call the school's attendance line on the date of absence, or provide a note explaining the absence for the student to submit the following day. Students are responsible for what they missed during their absence.

Cheating and Plagiarism: It is important for students to do their own best work. Most assignments for this class are done within the classroom, observed by the teacher, and this helps to minimize the chances of cheating and plagiarism. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration, depending on the situation:

1. The student may be required to redo all or part of the assignment or assessment.
2. The student may be required to complete an alternate assignment or assessment.
3. The student's work may be treated as a missed assignment.

There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, etc.) as per the school's progressive discipline process. Parents/guardians will be informed about the infraction and the consequences.

Course Name: Healthy Active Living **Course Code:** PAF30Y

Teacher:

Signatures

Please sign below indicating you have read and understand the requirements for successful completion of this course.

Student Name

Parent/Guardian Name

Student Signature

Parent/Guardian Signature

Date

Date

Daytime phone number

Email

Preferred Method of Contact:

_____ Phone

_____ Email