

**Marc Garneau Collegiate Institute
Health and Physical Education Department**

Grade 9 Summative Evaluation

The summative evaluation is worth **30%** of the final mark for your course. It involves both a written project as well as a practical evaluation in the gym and weight room. This evaluation will take place during class time from Monday January 15 until Wednesday January 24. **Attendance** and **participation** during this time is extremely important.

Evaluation is broken down as follows:

- | | |
|---|----------------|
| 1. Practical evaluation: Tournament Format | 15% |
| a) Movement skills | |
| b) Cooperation/Social skills | |
| c) Strategy/game play | |
|
2. Fitness evaluation |
5% |
|
3. Student-Teacher Interview |
10% |

Student-Teacher Interview

Each student will participate in an **in-class, one-on-one verbal interview** with your teacher sometime throughout the summative period. You may schedule a specific date with your teacher or it can be randomly selected for you.

You will be expected to answer **5 questions** relating to the course work from the entire semester. Please use the link below to prepare for your interview.

<http://edu.gov.on.ca/eng/curriculum/secondary/health.html>

The Five (5) questions will come from the following Strands:

- 1 Active Living question
- 1 Movement Competence question
- 3 Healthy Living questions.

Each teacher will randomly select the questions for you. You will however, have the ability to pass on 3 questions you do not want to answer.

Each interview will last about **10 minutes**.

The Evaluation Rubric for this interview is included

PPL1OM Culminating Activity -One-on-One Interview

Curriculum Guidelines: <http://edu.gov.on.ca/eng/curriculum/secondary/health.html>

Active Living

A1.1 What encourages you to do your best? How does doing your best contribute to active participation?

A1.3 Give me some examples of actions you can take or attitudes you can adopt that create a positive atmosphere in class and support lifelong participation in physical activity.”

A2.1 How do you know that you are being active to the best of your ability when participating in various physical activities? What can you do to ensure that you get 60 minutes activity every day?

A2.3 How can you assess your current level of fitness? How can you monitor your progress?

A3.2 What are some examples of situations in which you should call 9-1-1?

A3.3 What are some ways you could practise CPR without a mannequin?

Movement Competence

B1.2 As a wide receiver in football, what are the key things to remember when starting a passing play? (after the snap)

B2.2 What do you need to do to maintain possession of the ball when being opposed by a defender in soccer?

B1.3 Choose a sport and explain the three phases of movement (preparation, execution and follow through) in a skill within that sport.

B2.3 What are some effective ways to maintain possession while playing ultimate Frisbee?

B2.2 How does understanding the offensive and defensive strategies of an activity help you be more successful in a similar activity?

Healthy Living

C1.1 Explain how active living and healthy eating contribute to a person’s physical health.

C1.4 Describe the various methods of preventing unintended pregnancy or sexually transmitted infections?

C1.5 What are some factors that can influence a person’s understanding of their gender identity? What are some sources of support for students who may be questioning their gender identity or sexual orientation?

C2.2 How do you help build healthy relationships?

C2.3 Relating to sexual health and safety, what is meant by consent?

C3.3 What are some warning signs of a relationship that is becoming unhealthy or abusive?

C3.4 How can you use your decision-making skills to resist peer pressure to use illegal substances?

Evaluation Rubric

Categories	Level 1	Level 2	Level 3	Level 4
<u>Knowledge and understanding</u> of content (e.g., facts, definitions, skills, safe practices)	demonstrates limited knowledge/ understanding of content	demonstrates some knowledge/ understanding of content	demonstrates considerable knowledge/ understanding of content	demonstrates thorough knowledge/understanding of content
Use of <u>critical/creative thinking</u> processes (e.g., goal setting, decision making, problem solving, reflecting on learning and determining steps for improvement)	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
<u>Communication</u> and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, presentations, posters, pamphlets, journals) using health and physical education vocabulary	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