

# Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL

Department Name: Health and Physical Education

Ministry of Education Course Title: Health for Life

Grade Level: 11

Ministry Course Code: PPZ3C

Teacher's Name: Angela Batsford-Mermans

Developed by: Angela Batsford-Mermans

Date: September 2015

Revision Date:

Developed from: The Ontario Curriculum, Grades 9 to 12, Health and Physical Education, 2015

Text: None

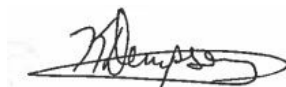
Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 8, 2015

## ***Course Description/rationale***

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

## ***Overall Curriculum Expectations***

### **Determinants of Health**

- explain how personal factors and individual health practices or behaviours influence personal health;
- explain how social factors influence personal health;
- demonstrate an understanding of various environmental factors that influence personal health.

### **Wellness**

- demonstrate an understanding of the concept of personal wellness, the factors that influence it, and ways of maintaining and enhancing it;
- demonstrate the ability to develop and implement a personal wellness plan.

### **Healthy Communities**

- demonstrate the ability to assess the quality of health information and use credible health information to make informed decisions and take appropriate action about matters affecting their health;
- demonstrate an understanding of the components of healthy communities and the factors that affect and sustain health within them;
- demonstrate the ability to influence and support others in making positive health choices.

## ***Course Content***

<b>Unit</b>	<b>Length</b>
<b>1. Personal Wellness</b>	29
<b>2. Determinants of Your Health</b>	27
<b>3. Healthy Communities</b>	27
<b>4. Promoting Healthy Living</b>	27
<b>Total</b>	110 hours

# ***Unit Descriptions***

## **Unit 1 – Personal Wellness**

Students will begin by exploring the concept of personal wellness, the factors that influence it, and ways of maintaining and enhancing it. They will use this knowledge to develop and implement a *personal wellness plan*, which students will continually update to reflect new knowledge and goals.

## **Unit 2 – Determinants of Your Health**

Students investigate the personal, social, and environmental determinants that affect the areas of personal health discussed in Unit 1. They apply understanding of these influences to their *personal wellness plan*.

## **Unit 3 – Healthy Communities**

Students assess the quality and credibility of health promoting products and health information, as well as the delivery of health services. This investigation is done in the context of meeting community needs. Students learn about how to promote health and safety within their community, while using this knowledge to plan healthy events for their community.

## **Unit 4 – Promoting Healthy Living**

In this unit, students will investigate the many ways that individuals can contribute to the health of others. Students will focus on promoting healthy living within their school environment by creating a health initiative that can be implemented in their classroom. Career opportunities in health will be explored and students will look at the careers available in their community. Lastly, students will evaluate their progress in their *personal wellness plan* and reflect on the experience.

# ***Teaching/Learning Strategies***

The order of units and activities given in the course profile will be followed because of the sequential nature of the learning.

The 110 of instruction is organized into 8 weeks that will be presented to students in remote northern communities via the internet. Teacher and students will communicate over the internet while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Teaching/learning strategies will include, but not be limited to the following:

- On-line inquiry
- Reflecting
- Independent Study
- Reading
- Cooperative learning
- Hands-on activities
- Brainstorming
- Media Production
- Computer-assisted instruction

## Evaluation

The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from the following: a portfolio and presentation. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Toronto ON: Queen's Printer for Ontario.

Type of assessment	Category	Details	Weighting (%)
Formative (70%)	Knowledge/Understanding	- explain how sex, gender identity, and social and cultural background can influence health; - identify school and workplace conditions, and describe ways to make school and workplace environments healthier and safer.	13
	Thinking/Inquiry	- assess the quality of health services in the community; - evaluate progress of implementing their personal wellness plan and refine plan to meet new goals.	19
	Communication	- create a mindmap illustrating the influences on personal health; - create a multi-media message to promote healthy living to teens.	19
	Application	- develop and implement a personal wellness plan; - develop a strategy to encourage healthy living for students within the community.	19
Summative (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking/Inquiry	4
	Exam (15%)	Communication	4
		Application	4
	<b>TOTAL</b>	Knowledge/Understanding	3
		Thinking/Inquiry	4
		Communication	4
		Application	4
		<b>TOTAL</b>	<b>100%</b>

## ***Assessment/Evaluation Strategies***

Students benefit from having a variety of methods of assessment, with a focus on *assessment for learning* and *assessment as learning*. Assessment strategies vary across activities and are tailored to meet students' needs. Assessment methods for this course include the following:

- self-assessment
- peer-assessment
- formal assessments of student work
- rubrics
- checklists
- a culminating project
- exam

## ***Resources***

Dietitians of Canada. Available at: <http://www.dietitians.ca/>

Eat Right Ontario. Available at: <https://www.eatrightontario.ca/>

Health Canada. Available at: <http://www.hc-sc.gc.ca/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2015). *The Ontario curriculum grades 9 to 12: Health and physical education*. Toronto, ON: Queen's Printer for Ontario.

Public Health Agency of Canada. Available at: <http://www.phac-aspc.gc.ca/>

## ***Program Planning***

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilized a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 110 hours of instruction/activity via the internet over the period of the course. All lessons, assignments, questions, and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor assists students in completing tasks in a timely manner and provides tutoring as required.