

# Course Outline

School Name: Keewaytinook Internet High School

Department Name: Health and Physical Education

Ministry of Education Course Title: Healthy Active Living Education

Grade Level: 9

Ministry Course Code: PPL10

Teacher's Name: Mark Hindermeier

Developed by: Mark Hindermeier

Date: February 2016

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Developed from: The Ontario Curriculum, Grades 9 and 10, Health and Physical Education 2015

Text:

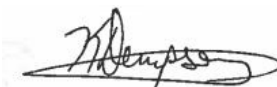
Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval:



Approval Date: September 14, 2015

## ***Course Description/Rationale***

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

## ***Overall Curriculum Expectations***

### **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.

### **Active Living**

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their 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.

### **Healthy Living**

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living 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.

### **Living Skills**

- demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

## ***Course Content***

Unit	Length
UNIT 1: Living Skills	20
UNIT 2: Healthy Living	25

UNIT 3: Movement Competence: Skills, Concepts, and Strategies	30
UNIT 4: Active Living	30
Final Assessment (Culminating + Final Exam)	5
TOTAL	110 hours

## ***Unit Descriptions***

### **UNIT 1: Living Skills**

Living skills helps students develop a positive sense of self, as well as effective decision making, conflict resolution, communication, and interpersonal skills. The first part of this unit will deal with *decision making* where they will use several online resources and quizzes to learn about themselves, set goals, and then produce actions plans to achieve these goals. As well, students will analyze the impacts of the media and culture on their own values and goals related to healthy active living. The last two parts of the unit includes *conflict resolution* and *social skills*. Students will participate in online video-conferencing or breeze sessions to engage in social discussion and utilize problem solving skills to resolve scenarios that will be given to them. They will also be given the chance to participate in in-class activities. Examples include the human knot or blind-fold activity where they have to communicate to each other to resolve or achieve a task.

### **UNIT 2: Healthy Living**

Healthy living addresses the knowledge and skills that students need to make informed decisions related to mental health, healthy growth and sexuality, and personal safety and injury prevention. The first topic that will be discussed is *substance abuse*. Taught in this topic are the definition of a drug, drugs (narcotics, ecstasy, alcohol, tobacco) and their effects. The second topic is *growth and sexuality*. Taught within this topic are sexuality, stages of sexuality, female and male anatomy, menstrual cycle, pregnancy, STD's, and sexual health. The third topic is *personal safety* which includes injuries, non-physical abuse, injury prevention, young workers safety, healthy relationships, and strategies for personal safety.

### **UNIT 3: Movement Competence: Skills, Concepts, and Strategies**

This unit is designed to help students learn how to participate in a wide variety of activities, while also developing the personal movement proficiency and skills necessary to enjoy life fully. Throughout the term, students will learn and participate in a variety of individual or group activities (depending on community and comfort levels of teacher): Yoga, snowshoeing, ice hockey, broomball, and ultimate frisbee. Students may work with their teacher or mentor to substitute another activity for one in this course. Students will be taught the skills and then given a chance to attempt them. This unit focuses not only on the importance of active participation and proper skill development, but provides as an introduction to new types of activities as well as options to be active!

### **UNIT 4: Active Living**

Active living focuses on active participation, physical fitness, and safety. This unit addresses the knowledge and skills related to lifelong participation in a variety of sport and recreation activities. As in Unit 3, students will also be doing this unit alongside the others. That is, students will complete physical activities twice a week for at least 60 minutes each session. Each week has a theme with information and activities. The Wii console will help deliver this unit using multiple types of games and sports to help promote physical activity that is fun. Students will complete an Activity log for each time they participate as well as answering a few questions based on these activities. The activity log will become part of their culminating task at the end of the term.

## Teaching/Learning Strategies

- Direct instruction (on-line lecture)                      Self analysis in movement
- Video-conferences and gym time                              Brainstorming
- Independent study/ health log                                  Practical experience
- Group work via online    Reading
- Portfolio    Role Playing and Case scenarios
- Online inquiry    Interviewing
- Independent research    Teacher analysis
- Active participation    Presentations
- Video filming/editing    Questioning
- Internet and multimedia (ie, human body)                    Use of game console (Wii console; Wii fit)
- Telemedice High-school CPR training                         Differentiated learning
- other agencies presentations (KO telemedicine)

## 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 one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41.

Type of Assessment	Category	Details	Weighting %
Term Work (70%)	Knowledge/ Understanding	- identify the requirements, including basic equipment standards, preparation (e.g. warm-up and cool-down exercises, training requirements), and specific safety issues that maximize performance and participation in recreation and sport activities; - identify facts and myths related to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis)	13
	Thinking/ Inquiry	- explain how the school, the local community, and other community agencies are involved in developing strategies (e.g., a school’s code of conduct) to prevent or end the violence in young people’s lives; - identify strategies to deal with emergency situations related to physical activities;	19

	Communi- cation	- explain appropriate strategies or tactics that enhance performance in specific situations and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions) - describe the benefits of each health-related fitness component and its relationship to active living (e.g., the relationship of cardiovascular fitness to increased stamina and lower risk of heart disease; the relationship of healthy eating to improved well-being).		19
	Application	- participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large-group, use of fitbit) - demonstrate and use both decision-making and assertion skills with respect to media influences and peer pressure related to alcohol, tobacco, and other drugs - use appropriately a variety of methods for reaching group agreement (e.g., through consensus, by taking votes in which the majority rules). - demonstrate the appropriate steps of conflict resolution in situations encountered in class, at school, with friends, and at home.		19
Final Assessment (30%)	Culminating Activity (15%)	Students will create a portfolio of personal blogs, activity logs, self appraisals, and a mini reflection of how they can increase daily physical activity and an action plan to achieve own goals.	K/U	3
			T/I	4
			C	4
			A	4
	Final Exam (15%)	120 minutes assessment of key concepts and applications of physical activity, healthy living, active living and living skills units.	K/U	3
			T/I	4
			C	4
			A	4
			TOTAL	100

## *Assessment/Evaluation Strategies*

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

- online submissions
- rubrics
- rating scales
- teacher observation scale

- self/peer rubric
  - presentations
  - tests
  - work sheets
  - checklists
  - mind maps
  - personal communication
  - self appraisals
  - technology (ie. Fitbit)
- projects
  - assignments
  - quizzes
  - examinations
  - rating scales
  - diagrams
  - online discussions participation

## ***Resources***

Kelly-Plate, J. Today's Teen: 6th Edition. Glencoe McGraw-Hill. USA. 2000  
 Ted Temertzoglou. Healthy Active Living: Keep Fit, Stay Healthy, Have Fun: 1<sup>st</sup> Edition  
 Thompson Educational Publishing. Canada, Ontario. 2007  
 Ministry of Education, Ontario. *Growing Success, Assessment, Evaluation,  
 and Reporting in Ontario Schools*. First Edition, Covering Grades 1 to 12, 2010  
 Teens' Health. Available at: <http://kidshealth.org/teen>  
 Eat Right Ontario. Available at: <http://www.eatrightontario.ca/en/default.aspx>  
 Health Canada. Available at: <http://www.hc-sc.gc.ca/english/>

## ***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 qualified with secondary physical and health education. This course uses the internet for instruction, demonstration and research. It utilizes a student-centred, semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with instruction/activity via the internet. 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 (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.