



Ontario eSecondary School Course Outline 2020

Ministry of Education Course Title: Health for Life, Grade 11, College Preparation	
Ministry Course Code: PPZ3C	
Course Type: College	
Grade: 11	
Credit Value: 1.0	
Prerequisite(s): None	
Department: Physical Education	
Course developed by: Sarrah Beemer	Date: January 10th, 2020
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"> 1. <i>Health and Physical Education, The Ontario Curriculum, Grades 11 and 12, 2015 (Revised)</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i> 	

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

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Wellness and Your Mental Health	25 hours
Unit 2: Personal Fitness and Your Health	45 hours
Unit 3: Nutrition and Your Health	19 hours
Unit 4: The Environment and Your Health	16 hours
Unit 5: Culminating Activity	20 hours
Total	*110 Hours

UNIT DESCRIPTIONS

Unit 1: In this unit, students will explore the concepts related to personal wellness. Students will learn about the importance of good mental health, what is stress and how to manage it. Students will learn about mindset. Finally, students will take a look at the stigma around mental health and mental health topics.

Unit 2: In this unit, students will learn about fitness and the important role it plays in personal health for life. Students will explore elements such as physical fitness, exercise, complementary and alternative health options. As well, students will create their own fitness log and complete a chart on their screen time.

Unit 3: In this unit, students will learn about Canada's Food Guide. As well, students will explore several myths and misconceptions when it comes to food. Students will explore a number of documentaries in regards to various food options and how these impact their personal health for life.

Unit 4: In this unit, students will explore the concepts related to the environment and their personal health. Students will learn about elements of the environment that impact our society. Students will keep track of their own daily environmental footprint and how they can improve upon this.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Individual Activities The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have the resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

On-going project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work.

Journals are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve

students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- Comparison Charts
- Self Reflections
- Writing Tasks
- Daily Logs
- Charts
- Fitness activities

EVALUATION

The final grade will be determined as follows:

- Seventy percent 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 will be given to more recent evidence of achievement.
- Thirty percent 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 culminating activity. This is a required element of the course as there is no final exam for this course.

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

TERM WORK EVALUATIONS (70%):

Unit	Category	Weight
Unit 1: Wellness and Your Mental Health	K, I, C, A	17.5
Unit 2: Personal Fitness and Your Health	K, I, C, A	17.5
Unit 3: Nutrition and Your Health	K, I, C, A	17.5
Unit 4	K, I, C, A	17.5

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Culminating Task	Students will create a Week-Long Fitness Plan Podcast	SUM	30

AFL/AAL/AOL Tracking sheet:

Unit 1: Wellness and Your Mental Health

AAL	AFL	AOL
Wellness Inventory	Mindful Reflection Questions	Stress/Mental Health Culminating Task
Reading Info on Mental Health	Stressful Situation Worksheet	Wellness Poster
End of Unit Reflection	Case Studies	
	Gratitude Self Reflection	
	Self Reflection	

Unit 2: Personal Fitness and Your Health

AAL	AFL	AOL
Screentime Handout	Learn More About Physical Fitness	Two Week Physical Fitness Challenge
End of Unit Reflection	Comparison of Complementary and Alternative Health	

Unit 3: Nutrition and Your Health

AAL	AFL	AOL
End of Unit Reflection	Comparison Chart	New Food Product

Unit 4: The Environment and Your Health

AAL	AFL	AOL
End of Unit Reflection		My Environmental Impact Daily Log

Unit 5: Culminating Activity (30%)

One Week Fitness Class
Podcast

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations:** such as preferential seating or special lighting.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Record key words on the board or overhead when students are expected to make their own notes.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.