



Ontario eSecondary School Course Outline 2024-2025

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
<p>This course has been developed based on the following Ministry documents:</p> <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.

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

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Journals/logs provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

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.

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. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

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)

Weightings	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final Evaluation	30
Culminating Task (3.75K, 7.5T, 15C, 3.75A)	30

TERM WORK EVALUATIONS (70%)

Unit	Description	Category	Weight
Unit 1: Wellness and Your Mental Health	Students will work through what they have learned of stress and mental health and complete an engaging and multi-step project.	K, T, C, A	17.5
Unit 1 Wellness Poster	Students will demonstrate their knowledge of wellness in a creative and imaginative way.	K, T, C, A	
Unit 2 Two Week Physical Fitness Challenge	Students will work to apply what they have learned to create a two week physical fitness challenge, reflecting on the experience.	K, T, C, A	17.5
Unit 3 New Food Product	Students will apply what they have learned in this unit to a creative multi-step project.	K, T, C, A	17.5
Unit 4 My Environmental Impact Assignment	Students will look at the environmental impact of their daily lives by keeping a log and reflecting on changes.	K, T, C, A	17.5

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Culminating Task	Students will create a Week-Long Fitness Plan Podcast	K, T, C, A	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
Screen Time 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%)

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.