

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Health and Physical Education
Ministry of Education Course Title:	Health for Life, Grade 11, College Preparation
Grade Level:	11
Ministry Course Code:	PPZ3C

Teacher's Name: Leslie Clements

Developed by: Angela Batsford-Mermans

Date: September 2015

Revision Date: September 2018

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 4, 2018

## ***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; and
- 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; and
- 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; and
- demonstrate the ability to influence and support others in making positive health choices.

## ***Course Content***

<b>Unit</b>	<b>Length</b>
1. Personal Wellness	30 hours
2. Determinants of your Health	30 hours
3. Healthy Communities	25 hours
4. Promoting Healthy Living	25 hours
<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. Students will learn about Eating Well with Canada's Food Guide – First Nations, Inuit and Métis and will use this guide to research traditional foods found within their community. In addition, students will explore the use of local plants for medicine and healing.

## **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*. Social supports within each student's community will be researched and shared with the class.

## **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, 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***

This course is organized into an eight-week series of lessons and activities that will be presented to students in northern First Nation communities via the internet. The eighth week will be used for course consolidation, review and the final examination. 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. Some instructional strategies include

- co-operative learning;
- explicit instruction;
- pre-teaching of key vocabulary;
- case studies (problem-based approach);
- independent research projects;
- personal wellness logs/journals;
- templates and graphic organizers;
- group discussion.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

# Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- 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 (p. 47).

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 (%)
Term Work (70%)	Knowledge/Understanding	Understand the purpose of Canada's Food Guide List the four dimensions of wellness	13
	Thinking	Research traditional foods that are eaten within the community Survey community health strengths and needs	19
	Communication	Interview a health professional within the community Create a video sharing a healthy recipe	19
	Application	Keep a personal wellness log and use it to create a plan to improve health in four areas Create a community advocacy plan	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Examination (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		<b>TOTAL</b>	<b>100</b>

# 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.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Peer feedback on forum posts
- Ongoing descriptive feedback
- Self-assessment on personal wellness model
- Self-reflection on personal wellness plan
- Conversations with student on a regular basis (synchronous and asynchronous)

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversation about student's personal wellness journey, including discussions about personal growth and areas for improvement
- Media presentation sharing a healthy recipe
- Community advocacy plan
- Opinion essay
- Final exam

## Resources

Assembly of First Nations Environment Stewardship Unit. (2007). Traditional foods: are they safe for First Nations Consumption? Retrieved from [http://www.afn.ca/uploads/files/rp-traditional\\_foods\\_safety\\_paper\\_final.pdf](http://www.afn.ca/uploads/files/rp-traditional_foods_safety_paper_final.pdf)

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

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

First Nations Health Authority. (2009). Traditional Food Facts Sheets. Retrieved from [http://www.fnha.ca/wellnessContent/Wellness/Traditional\\_Food\\_Facts\\_Sheets.pdf](http://www.fnha.ca/wellnessContent/Wellness/Traditional_Food_Facts_Sheets.pdf)

First Nations Health Authority. (2009). Healthy food guidelines: For First Nations communities. Retrieved from [http://www.fnha.ca/wellnessContent/Wellness/Healthy\\_Food\\_Guidelines\\_for\\_First\\_Nations\\_Communities.pdf](http://www.fnha.ca/wellnessContent/Wellness/Healthy_Food_Guidelines_for_First_Nations_Communities.pdf)

Health Canada. (2007). *Eating Well with Canada's Food Guide - First Nations, Inuit and Métis*. Retrieved from [https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt\\_formats/fnihb-dgspni/pdf/pubs/fnim-pnim/2007\\_fnim-pnim\\_food-guide-aliment-eng.pdf](https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/fnihb-dgspni/pdf/pubs/fnim-pnim/2007_fnim-pnim_food-guide-aliment-eng.pdf)

Koostachin, K. Translation of words into Native language for course.

MacDonell, Dylan. Traditional foods – KiHS. Retrieved from [https://www.youtube.com/watch?time\\_continue=9&v=1Ep8zNLYY0Y](https://www.youtube.com/watch?time_continue=9&v=1Ep8zNLYY0Y)

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. (2007). *First Nation, Métis, and Inuit education policy framework*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

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 Indigenous 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 utilizes 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 1320 minutes of instruction/activity via the internet over the period of one week. 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. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.