

## 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: Ida Raad

Developed by: Angela Batsford-Mermans

Date: September 2016

Revision Date: September 2021

Developed from:

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

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 14, 2021

## ***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>
<b>1. Personal Wellness</b>	30 hours
<b>2. Determinants of Your Health</b>	30 hours
<b>3. Healthy Communities</b>	25 hours
<b>4. Promoting Healthy Living</b>	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 and they will use various resources, including local Elders, 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. Students will research social determinants of health related to their specific communities and life experiences. 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. These supports will become personal resources for each of the students.

### **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 is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Cooperative 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 and checklists.

## ***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 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 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. 41).

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
	Exam (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:

- Ongoing descriptive feedback;
- Self-assessment on personal wellness model;
- Self-reflection on personal wellness plan;
- Peer assessment and feedback on forum posts;
- Mentor observations;
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding (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;
- Conversations with students (about personal wellness journey, including discussions about personal growth and areas for improvement);
- Summative unit activities (community advocacy plan);
- Media presentation sharing a healthy recipe;
- Opinion essay;
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

## Resources

- Assembly of First Nations Environmental Stewardship Unit (2007). Traditional foods: Are they safe for First Nations consumption? Assembly of First Nations. [https://www.afn.ca/uploads/files/rp-traditional\\_foods\\_safety\\_paper\\_final.pdf](https://www.afn.ca/uploads/files/rp-traditional_foods_safety_paper_final.pdf)
- Batsford, A. (2018, Jun 1). *Traditional foods: KiHS*. YouTube.com. <https://www.youtube.com/watch?v=1Ep8zNLYY0Y&t=9s>
- Dieticians of Canada. (2021). *Home*. <https://www.dietitians.ca/>
- First Nations Health Authority. (n.d.). *Eating healthy*. <https://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/wellness-streams/eating-healthy>
- First Nations Health Authority. (2009). *First Nations traditional foods fact sheets*. [https://www.fnha.ca/Documents/Traditional\\_Food\\_Fact\\_Sheets.pdf](https://www.fnha.ca/Documents/Traditional_Food_Fact_Sheets.pdf)
- Government of Canada. (2021). *Canada's food guide*. Canada.ca. <https://food-guide.canada.ca/en/>
- Ontario Ministry of Education. (n.d.). *Indigenous education strategy*. <http://www.edu.gov.on.ca/eng/aboriginal/>
- Ontario Ministry of Education. (2007). *First Nation, Metis, and Inuit education policy framework*. <http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf>
- Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Ontario Ministry of Education. (2015). *The Ontario curriculum, grades 9 to 12: Health and physical education*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>
- Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>
- Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>
- Unlock Food. (2021). *Home*. <https://www.unlockfood.ca/en/default.aspx>

## ***Program Planning***

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.