

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: *PPZ30*

Teacher's Name: Angela Batsford

Developed by: Angela Batsford

Date: October 2004

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Developed from: The Ontario Curriculum, Health and Physical Education, Grades 11 and 12, 1999

Profile Name: Course Profiles, Health for Life, Grade 11, Open (*Public*)

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

Course Description/rationale

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the *Vitality* approach to healthy living – an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

Overall Curriculum Expectations

Determinants of Health

- Analyse the role of individual responsibility in enhancing personal health;
- Analyse the social factors that influence personal health.

Community Health

- Analyse the value of health information and health-promoting products and services;
- Analyse how the environment influences the health of the community;
- Demonstrate an understanding of concepts and approaches related to health promotion and disease prevention.

Vitality

- Demonstrate an understanding of the *Vitality* concept;
- Use strategies to promote the *Vitality* concept.

Course Content

Unit	Length
1. Vitality in Action	22 hours
2. Determine Your Health	17 hours
3. Health at Your Service	17 hours
4. Detect and Protect	17 hours
5. Health Surrounds You	17 hours
6. Celebrate Your Health	17 hours
Total	110 hours

Unit Descriptions

Unit 1 – Vitality In Action

This unit emphasizes a personalized approach to health. Through the development of a *Vitality* Action Plan, students analyse their current health behaviours and set goals to make changes related to eating habits, level of physical activity, and self-concept. This unit is the foundation for the rest of the course. The *Vitality* Action Plan is revisited in each subsequent unit and at the end of the course with the Community Health Advocacy Task.

Unit 2 – Determine Your Health

Students investigate the physical, social, and mental determinants that affect personal health. They apply understanding of these influences to their *Vitality* Action Plan and Community Health Advocacy Task.

Unit 3 – Health: At Your Service

Students assess the quality and credibility of health promoting products, health information, and method of communication as well as the delivery of health services. This investigation is done in the context of meeting personal and community needs. The knowledge and skills developed in this unit are critical in enhancing their *Vitality* Action Plan and Community Health Advocacy Task.

Unit 4 – Detect and Protect

Students learn concepts and approaches related to the transmission and treatment of communicable, chronic, and food-borne diseases and ailments, which negatively affect optimum health in self and others. Students incorporate these concepts and approaches to making healthy choices in their *Vitality* Action Plan and Community Health Advocacy Task.

Unit 5 – Health Surrounds You

Students focus their attention on the health of their community, which is influenced and protected by government regulations, public health policies, and environmental health. Relevant community and school health issues are addressed in their Community Health Advocacy Task. Students make connections between community health and personal optimum health in their *Vitality* Action Plan.

Unit 6 – Celebrate Your Health

Students demonstrate evidence of their learning in the course by the completion and presentation of their *Vitality* Action Plan and the Community Health Advocacy Task. The emphasis in both of these tasks is on the student's commitment to the promotion of personal health within a healthy community.

Teaching/Learning Strategies

The order of units and activities given in the course profile will be followed because of the sequential nature of the learning. Students will explore how to lead a healthy active life.

This course is organized into a nine-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The ninth 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. Teaching/learning strategies will include, but not be limited to the following:

Direct instruction (on-line lecture)
Discovery
Independent study
Reading
On-line inquiry
Brainstorming
Independent research project

Group work
Self analysis
Practical experience
Case study
Mentor analysis
Interviewing
Teacher analysis

Evaluation

Type of assessment	Category	Details	Weighting (%)
Formative (70%)	Knowledge/ Understanding	VIV.01 – complete an online quiz about vitality and develop additional questions; CHV.03 – identify the risk factors that can be controlled to prevent diabetes, cancer, and heart disease.	13%
	Thinking/Inquiry	DHV.01 – analyse how smoking, diet and physical activity affect personal health; DHV.02 – discuss how employment, education, access to recreational and health facilities and socio-economic status affect health (group work, class-discussion area); CHV.01 – using the Internet, determine the validity of health information, products and services; CHV.02 – create artwork to illustrate how the environment influences the health of the community.	9%
	Communication	CH3.02 – create a diagram to offer suggestions on how to prevent communicable diseases; CH3.04 – create a message that will discourage certain lifestyle factors that increase the risk of chronic disease; VI1.02 – illustrate a model of personal philosophy of health (physical, social, and mental); VI1.03 – describe a personal lifestyle change and relate it to the stages of the behavioral change theory; VI1.04 – create a poster to illustrate the barriers to physical activity.	13%
	Application	VIV.02 – prepare a lesson for younger students on body image; VI2.01 – organize a class physical fitness activity; VI2.02 – create a presentation describing a health issue and personal opinion behind the issue; DH1.06 – create and implement a personal action plan for attaining personal health; VI2.04 – create a pamphlet to promote healthy eating for community members; DH1.06 – implement a personal plan for healthy living.	35%
Summative (30%)	Culminating Activity (15%)	Knowledge/Understanding	3%
		Thinking/Inquiry	1.5%
		Communication	3%
	Final Examination (15%)	Application	7.5%
		Knowledge/Understanding	3%
		Thinking/Inquiry	1.5%
		Communication	4%
		Application	7.5%
		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.

Assessment strategies include: on-line submissions, vitality logs, self assessment, group work, case studies, concept maps, research projects/reports, practical applications/products, unit and activity tests/quizzes .Assessment tools include: checklists, marking schemes, rubrics, anecdotal comments with suggestions for improvement.

Resources

Health Canada. Available at: <http://www.hc-sc.gc.ca/english/>

Kelly-Plate, J. Today's Teen: 6th Edition. Glencoe McGraw-Hill. USA. 2000.

Witte, J. Food for Today: First Canadian Edition. McGraw-Hill Ryerson. 2004.

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 associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilized 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.