

COURSE OUTLINE (PPL30)

Name of School: Halton Learning Centre Inc.

Department: Health and Physical Education

Course Location & Instructor: Phoenix Fitness 1685 Main St. W Hamilton, ON Anthony Janicas

Course Developer & Development Date: Cristina Smith, October 2011

Course Title: Healthy Active Living Education

Course Grade & Type: Grade 11, Open

Ministry Course Code: PPL30

Credit Value: 1.0

Ministry Guideline: The Ontario Curriculum, Grades 11 and 12: Health and Physical Education, 2000

Prerequisite/Corequisite: None.

COURSE DESCRIPTION

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

OVERALL CURRICULUM EXPECTATIONS

A: Physical Activity

A1: Demonstrate personal competence in applying movement skills and principles;

A2: Apply their knowledge of guidelines and strategies that can enhance their participation in recreational and sports activities.

B: Active Living

B1: Participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;

B2: Demonstrate improved physical fitness;

B3: Demonstrate responsibility for their personal safety and the safety of others.

C: Healthy Living

C1: Demonstrate an understanding of sexual and reproductive health;

C2: Demonstrate, in a variety of settings, the knowledge and skills that reduce risk to personal safety;

C3: Describe the influence of mental health on overall well-being.

D: Living Skills

D1: Use decision-making and goal-setting skills to promote healthy active living;

D2: Demonstrate an ability to use stress management techniques;

D3: Demonstrate the social skills required to work effectively in groups and develop positive relationships with their peers.

OUTLINE OF COURSE CONTENT

<i>Unit 1:</i> Physical Activity	Throughout the course, students will engage in a variety of physical activities while developing movement skills and applying movement principals to enhance their physical performance. Students will also demonstrate responsible behaviour in physical activity by applying specific rules and guidelines to activities, explaining factors that affect performance, using ethical strategies to enhance performance, and researching career opportunities in the fields of sports, recreation, health, and physical education.	35 Hours
<i>Unit 2:</i> Active Living	Students will regularly participate in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation. Students will maintain or improve their physical fitness through vigorous physical activities for sustained periods of time. They will assess their own personal fitness and fitness goals, and explain the benefits of physical activity.	40 Hours
<i>Unit 3:</i> Healthy Living	Students will investigate the impact of health issues on themselves and others while studying sexual and reproductive health, relationship violence, personal safety, and mental health. Students will demonstrate an understanding of the strategies and skills required in making good decisions, setting goals, and managing stress. The connection between positive mental health and healthy relationships will be examined and related to a healthy lifestyle.	20 Hours
<i>Unit 4:</i> Living Skills	Students will use decision-making and goal setting skills to promote healthy active living. They will identify common obstacles to successful decision making, and analyse advantages, disadvantages, and consequences of risk-taking behaviour. Students will describe positive and negative effects of stress, and demonstrate an ability to use stress management techniques. Students will demonstrate the social skills required to work effectively in groups and develop positive relationships with their peers.	10 Hours
<i>Final Evaluations</i>		5 Hours
Fitness Exam		2.5
Health Exam		2.5
Total Time		110 Hours

TEACHING & LEARNING STRATEGIES

Strategies marked with “x” are used in the course.			
Direct Instruction (teacher-led)		Activity (teacher facilitation)	
Direct Instruction (discussion possible)		Experiential learning (learn by doing)	
Teacher-Student Discussion (teacher facilitated)		Worksheets/Surveys	
Student-Student Discussion (student facilitated)		Individual Research	
Brainstorming		Teacher Modeling	
1:1 Conferencing Teacher & Student		Text-based modeling	
Teacher reading to student		Use of Computers / Internet	
Silent individual reading		Use of video tape or audio materials	
		Role Playing	
Independent Work (teacher facilitation)		Presentations	
Field Trip		Guest Speaker / Interviews / Questions	

ASSESSMENT & EVALUATION STRATEGIES

Strategies marked with “x” are used in the course.			
Quizzes		Tests	
Observations		Presentations	
Journals		Logs	
Essays		Researching	
Models		Reading Aloud	
Projects		Debates	
Demonstrations		Homework Assignments	
Conferencing		Work Sheets	
Questioning		Role Playing	
Independent Study Assignment			
Self Assessment			
Assessment tools marked with “x” are used in the course.			
Marking Schemes		Rubrics	
Anecdotal Comments		Checklists	
Rating Scales			

CONSIDERATIONS FOR PROGRAM PLANNING

Instructional Approaches

The teacher is expected to:

- clarify the purpose for learning
- help the student activate prior knowledge
- gear instruction according to need of the student
- explicitly teach and model learning strategies
- encourage the student to talk through their thinking and learning processes
- provide many opportunities for the student to practise and apply his/her developing knowledge and skills
- apply effective teaching approaches to involve the student in the use of higher-level thinking skill
- encourage the student to look beyond the literal meaning of texts

The teacher uses a variety of instructional and learning strategies best suited to the student's particular type of learning. The student has opportunities to learn in a variety of ways:

- individually
- cooperatively with teacher
- independently with teacher direction
- through investigation involving hands-on experience
- through examples followed by practice
- by using concrete learning tools
- by encouragement to gain experience with varied and interesting applications of the new knowledge.
- from being provided with rich contexts for learning which open the door for the student to see the "big ideas"

Education for Exceptional Students

The teacher plans a program that gives the student performance tasks which respect his/her abilities so that he/she can derive the greatest possible benefit from the teaching and learning process.

The teacher begins by examining the current achievement level of the student, the strengths and learning needs of the student, and the knowledge and skills that the student is expected to demonstrate at the end of the course, in order to determine which of the following options is appropriate for the student:

- no accommodations
- accommodations

There are three types of accommodations:

- ***Instructional accommodations*** are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ***Environmental accommodations*** are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- ***Assessment accommodations*** are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Program Considerations for English Language Learners

The teacher must incorporate appropriate strategies for instruction and assessment to facilitate the success of an English language learner in their course. These strategies include:

- use of a variety of instructional strategies (e.g., visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; strategic use of student's first language)
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionary, and materials that reflect cultural diversity)
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Antidiscrimination Education

Learning resources reflect the student's interests, background, culture, and experiences. Learning materials:

- involve protagonists of both sexes from a wide variety of backgrounds
- reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples
- include, in English, use of short stories, novels, magazine and newspaper articles, television programs, and films
- provide opportunities for the student to explore issues relating to his/her self-identity
- make the student aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying

Literacy, Mathematical Literacy, and Inquiry/Research Skills

The school emphasizes the importance of the following:

- using clear, concise communication in the classroom involving the use of diagrams, charts, tables, and graphs
- emphasizing the student's ability to interpret and use graphic texts.
- acquiring the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet
- learning that all sources of information have a particular point of view
- learning that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

Role of Technology

Information and Communications Technologies (ICT) tools are used in many ways:

- The student uses multimedia resources, databases, Internet websites, digital cameras, and word-processing programs
- The student uses technology to collect, organize, and sort the data he/she gathers and to write, edit, and present reports on his/her findings
- The student is encouraged to use ICT to support and communicate his/her learning
- The student is made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred

Career Education

The student is given opportunities to develop career-related skills by:

- applying his/her skills to work-related situations
- exploring educational and career options
- developing research skills
- practising expository writing
- learning strategies for understanding informational reading material
- making oral presentations

Cooperative Education & and Other Workplace Experiences

The school is developing cooperative education courses for all students. The school encourages teachers:

- to involve students in experiential learning such as job shadowing, field trips, and work experience
- to support their students' learning by maintaining links with community-based organizations so that students can have access to hands-on experiences

The school ensures that health and safety issues are addressed when learning involves cooperative education and other workplace experiences. Teachers who provide support for students in workplace learning placements assess placements for safety and ensure that students:

- understand the importance of issues relating to health and safety in the workplace
- acquire the knowledge and skills needed for safe participation
- understand their rights to privacy and confidentiality
- know that they have the right to function in an environment free from abuse and harassment
- are aware of harassment and abuse issues in establishing boundaries for their own personal safety
- are informed about school and community resources and school policies and reporting procedures with respect to all forms of abuse and harassment

Financial Literacy

The school is emphasizing the importance of ensuring that Ontario students have the opportunity to improve their financial literacy. Financial literacy is defined as "having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence". The goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers. Thus, an attempt will be made to integrate Financial Literacy in all of the HLC courses.

ASSESSMENT OF LEARNING SKILLS

Learning skills are assessed throughout the course and reported in these areas: independent work, organization, working habits/homework, and initiative. These are reported separately and are not included in the calculation of the percentage mark. The development of these skills is critical to academic achievement and directly affects the final mark.

TEACHING RESOURCES