



**NIAGARA ACADEMY**  
**HEALTH FOR LIFE, GRADE 11, COLLEGE PREPARATION**  
**COURSE OUTLINE**

COURSE CODE: PPZ3C

DEVELOPED BY: S. Davis, 2016

REVISED BY: C. Byart, 2018

DEVELOPED FROM: The Ontario Curriculum Grades 9 to 12, Health and Physical Education, 2015, <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

PREREQUISITE: None

COURSE DURATION: 110 hours

COURSE VALUE: 1.0 credits

## **COURSE DESCRIPTION AND 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***

By the end of this course, students will:

- A1.** explain how personal factors and individual health practices or behaviours influence personal health;
- A2.** explain how social factors influence personal health;
- A3.** demonstrate an understanding of various environmental factors that influence personal health.

### ***Wellness***

By the end of this course, students will:

- B1.** demonstrate an understanding of the concept of personal wellness, the factors that influence it, and ways of maintaining and enhancing it;
- B2.** demonstrate the ability to develop and implement a personal wellness plan.

### ***Healthy Communities***

By the end of this course, students will:

- C1.** 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;
- C2.** demonstrate an understanding of the components of healthy communities and the factors that affect and sustain health within them;
- C3.** demonstrate the ability to influence and support others in making positive health choices.

**COURSE CONTENT AND EVALUATION**

<b>UNIT</b>	<b>UNIT DESCRIPTION</b>	<b>COURSE WORK EVALUATION</b>	<b>HOURS</b>
Unit One	Defining Health 1. The Health Triangle 2. Social and Hereditary Influences on Health 3. Cultural Influence on Health 4. Stress and Health	17.5%	27.5 hrs
Unit Two	Protecting Health 1. Preventative Measures 2. Evaluating Health Information 3. Health Care 4. Emergency Measures	17.5%	27.5 hrs
Unit Three	Health in the Modern World 1. Environmental Pollution and Health 2. Environmental policies and Health 3. Global Health Issues 4. Health in the Workplace	17.5%	27.5 hrs
Unit Four	Taking Charge of Your Own Health 1. The Vitality Approach to Health 2. A Personal Philosophy of Health 3. Behavioural Change Theory 4. Promoting Vitality	17.5%	27.5 hrs
TERM WORK TOTALS		70%	110 hrs
FINAL EVALUATION	Culmination Activity	10%	
	Exam	20%	
FINAL MARK		100%	

## TEACHING AND LEARNING STRATEGIES

This course 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 through healthy eating and physical exercise and making healthy choices. Instruction should emphasize constructivist teaching and experiential learning.

Effective instructional approaches and learning activities draw on students' prior knowledge, capture their interest, and encourage meaningful practice both inside and outside the classroom. Students will be engaged when they are able to see the connection between the concepts they are learning and their application in the world around them and in real-life situations. The following are specific strategies for teaching and learning.

- Assessment of prior knowledge and provision of differentiated instruction for individual students
- Teaching and modelling of learning strategies
- Problem posing and problem solving
- Individual and cooperative small group learning, teamwork
- Hands-on learning/experiments
- Brainstorming
- Creation of scenarios for decision making
- Independent research
- Issue-based analysis
- Personal reflection
- Seminar presentations
- Use of technology
- Hands-on applications
- Constructive or creative dialogue

## ASSESSMENT AND EVALUATION

**Evaluation and Reporting of Student Achievement:** Student achievement is communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course which are described in the achievement chart on pages 26-27 of The Ontario Curriculum Grades 11 and 12, Science, 2008, Website: [http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11\\_12.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf)

**Learning Skills** will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement),

and the document page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, as a guide (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

**Assessment for Learning** will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students' progress. Observation and conversation will be used to determine the needs of individual student learning.

**Assessment as Learning** will focus on the explicit fostering of student's capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers' progress.

**Assessment of Learning** will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success)

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- 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
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations 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. Please see the chart below for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. This final evaluation consists of the following: Culminating Activity 10% and Final Exam 20%.

### **CONSIDERATIONS FOR PROGRAM PLANNING**

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction.

Teachers of science will incorporate appropriate strategies for instruction and assessment to facilitate the success of the ELL students in their classrooms. These strategies include:

- modification of some or all of the course expectations, based on the student's level of English proficiency;
- use of a variety of instructional strategies (e.g. extensive use of visual cues, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions; modelling of preferred ways of working in mathematics; previewing of textbooks; pre-teaching of key specialized vocabulary; encouragement of peer tutoring and class discussion; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, culturally diverse materials);
- use of assessment accommodations (e.g., granting of extra time; use of alternative forms of assessment, such as oral interviews, learning logs, or portfolios; simplification of language used in problems and instructions).

Information and communications technology will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their skills to work-related situations, to explore educational and career options, and to become self-directed learners.

Teachers will model safe practices at all time and communicate safety requirements to students in accordance with the school, the Ministry of Education policies and Ministry of Labour regulations. This is particularly important in the case of off-site excursions. Teachers will also adhere to the policies of the First Nation, Métis and Inuit Education policy framework should the class include students from these communities.

## **RESOURCES**

<https://www.canada.ca/en/health-canada/services/healthy-living.html>

<https://www.ontario.ca/page/healthy-choices>