

Healthy Active Living Education, Grade 9, Open

Course Title: Healthy Active Living Education

Course Code: PPLIO

Grade: 9

Course Type: Open

Credit Value: 1.0

Prerequisites: None

Curriculum Document: [Healthy and Physical Education, Revised \(2015\)](#)

Course Developer: Elyse Gosselin

Department: Health and Physical Education

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Teacher(s):

Mark Hindermeier B. Kin. (Hon), B. Ed., M. Ed. (Candidate), [OCT](#)

Course Description:

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Unit Title and Description	Time Allocated
<p>Fit for Life</p> <p>Physical health is an important aspect of your overall well-being, and fitness is one key aspect of your physical health. Fitness can be improved and maintained through the use of your muscles, for instance when you are hard at work or doing enjoyable physical activities.</p> <p><i>Throughout this unit students are going to learn more about the different aspects of fitness and the things they can do to increase the efficiency and effectiveness of your body's physical output. As students learn more, they will assess their own physical health and reflect on the improvements and benefits they would like to capitalize on through activity, leading to the creation of fitness goals. Students will then learn more about safety and fitness plan creation. Next, they'll create a fitness plan to help them enjoy an efficient journey that will enable them to meet your goals. Students will also learn about motivation and visualization. These attributes will lead to the creation of a concrete visual that will help them attack their goals and be successful.</i></p>	<p>20 Hours</p>

<p>Healthy Eating</p> <p>Understanding healthy eating practices is a crucial part of your lifelong health journey. At times it can be difficult to grasp what the best healthy eating practices are because opinions are always heavily scrutinized, and hotly debated.</p> <p><i>Throughout this unit students will learn about many different aspects of healthy eating and the factors that can influence their decisions on eating. While viewing eating practices from various perspectives, students will generate their own opinions on what is the best approach for them to take to ensure that they are providing their body with the nutrients it needs and in the ways that fit with their identity. Student will put their knowledge to work throughout this unit as they track eating trends, create goals, design plans, and evaluate their approaches to healthy eating.</i></p>	15 Hours
<p>Mental Wellness</p> <p><i>In this unit students will focus on enhancing their mental well-being through exploring mindfulness, and what it means to be in a state of mental well-being. With mindfulness students are aware of their current feelings and notice what is going on around them in the moment. This practice has proven benefits including reducing stress, increasing self-love, and improving ability to control emotions. In this unit students will try different physical activities that aim to improve both their physical and their mental health.</i></p>	10 Hours
<p>Preparing for Emergency Situations</p> <p>To experience the many physical and psychological benefits of physical activity, always consider your safety and the safety of others. All activities begin with steps that can ensure your safety.</p> <p><i>In this unit students review that wearing proper safety equipment, knowing the weather conditions, and warming up will ensure that they stay safe while being active. Accidents still happen, so knowing how to respond calmly helps reduce further harm.</i></p>	10 Hours
<p>Individual Activity Appreciation and Skill Development</p> <p>Working towards overall wellness is a worthwhile goal, one that requires great energy. Many different games and activities increase your enjoyment and likelihood of participating in physical activities.</p> <p><i>This unit focuses on three different types of games and activities that will allow students to participate independently. By studying gymnastics, target games, and net/wall games, students will deepen their understanding of how strategies and fundamental skills may be used across different game categories. This unit focuses on participation, movement skill development, activity-specific skill execution, and category-specific games strategies.</i></p>	20 Hours
<p>Group Activity Appreciation and Skill Development</p>	20 Hours

<p>Group activities are an excellent way to meet new people with similar interests while you learn the essential skills of teamwork, communication, and leadership.</p> <p><i>Although group activities are intended for a large number of individuals, this unit features many opportunities to practice the skills used in a range of group activities including dance, soccer, and cricket. For each different type of activity, students will learn about the history of that activity, some of the skills used, and the tactics and strategies that will help them succeed. Students will also have the chance to demonstrate what they have learned through skill execution. This unit will focus on key aspects of activity participation, movement skill development, activity-specific skill execution, and category-specific game strategies.</i></p>	
<p>Human Health, Habits, and Healthy Relationships</p> <p>There are many different aspects of health and many different factors that contribute to enhancing and maintaining your health.</p> <p><i>Throughout this unit, students will learn more about how their decisions and behaviour affect their health. Substance use, misuse, and abuse is a complex topic. Students will work to uncover many of the social, environmental, and other risk factors that can lead to them having to make difficult healthy decisions. Students will also learn more about themselves and the strategies they can use to remain resilient in the face of challenges. Building healthy relationships, as well as making healthy sexually-related decisions, is critical in maintaining good health. In this unit students will learn more about building relationships, interacting with others online, and making good sexual decisions that are rooted in their values and maintaining good health.</i></p>	10 Hours
<p>Final Assessment</p> <p>The final assessment in this course consists of both a project and final exam that is worth 30% of the final grade.</p>	5 Hours

Overall Curriculum Expectations	
<p>Active Living</p> <ol style="list-style-type: none"> participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives; demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. 	
<p>Movement Competence: Skills, Concepts, and Strategies</p> <ol style="list-style-type: none"> perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities; 	

2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

Healthy Living

1. demonstrate an understanding of factors that contribute to healthy development;
2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Living Skills

1. use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living
2. use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living
3. communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living
4. apply relationship and social skills as they participate in physical activities, develop movement
5. competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members
6. use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education

Resources Required:

This course is entirely online and does not require nor rely on any textbook. The materials required for the course are:

- A calculator (online or hand-held)
- Access to video recording tool (webcam, cellphone, etc.)
- Recommended: athletic shoes
- Recommended: various balls or equivalent to be used in sports and games

The student will also be required to do the following:

- Plan, create, and execute a healthy eating and fitness plan to last a minimum duration of **four weeks**. The student can execute both the healthy eating and fitness plan

concurrently. Students should be advised that they require a minimum of **four weeks** to complete the course.

Teaching and Learning Strategies:

- *Differentiated Learning and Assessment:* This course allows students the flexibility to not only work through the course in the order they are most comfortable with, but also lets them select options for assessments that best fit their respective skill sets and comfort levels. The goal is to allow the student to demonstrate their understanding and ability through a variety of assessment opportunities.
- *Technology and Media Strategies:* Activity-specific skills and strategies are supported by video instruction. This allows students to see the movements prior to participation.
- *Thinking Skills Strategies:* Through the use of case studies and self-reflection, students will learn to think creatively and critically about issues involving healthy and active living.

Assessment and Evaluation Strategies

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, 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 or guardians at the beginning of the school year or course and at other appropriate 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; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

Program Planning Considerations

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

Program Planning Considerations

Students with Special Needs

Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas.

In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

English Language Learners

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

Environmental Education

Christian Virtual School operates with 5 core values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

Equity and Inclusive Education

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and woman alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

Financial Literacy Education

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, 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.

The Role of Information and Communication Technology

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

Career Education

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

Health and Safety

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.