

Health Course Plan 2015

Overall expectations to be evaluated :

(not necessarily to be evaluated in this order)

Physical Activity

demonstrate personal competence in applying movement skills and principles;

- demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities

Active Living

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

- demonstrate improvement in personal health-related physical fitness;
- demonstrate safe practices regarding the safety of themselves and others.

Healthy Living

identify the factors that contribute to positive relationships with others;

- explain the consequences of sexual decisions on the individual, family, and community;
- demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis);
- identify strategies to minimize potentially dangerous situations (e.g., violence prevention, injury prevention)

Living Skills

- use appropriate decision-making skills to achieve goals related to personal health;
- explain the effectiveness of various conflict resolution processes in daily situations;
- use appropriate social skills when working collaboratively with others.

Specific Expectations to be Taught : Medium Term Plan

<u>Expectation/Objective</u>	<u>Resources</u>	<u>Activity</u>	<u>ASSESSMENT</u> Types:	<u>Dates / Other Notes</u>
<p><u>From the Ministry Document</u> http://www.edu.gov.on.ca/eng/curriculum/secondary/health910curr.pdf</p>	<p><u>1. Text : <i>Healthy Active Living by Ted Temertzoglou</i></u></p> <p><u>2. Douvris Martial Arts Dojo , bank st, (6 lessons in beginners Karate)</u></p> <p><u>3. Healthy Active Living (teachers manual)</u></p>		<p><u>Of = Evaluation</u> <u>As = Self and Peer Feedback</u> <u>For = Teacher Feedback</u></p> <p><u>Means of Assessment :</u></p>	<p><u>Accomodations</u></p> <p>-extra time one-on-one assistance readymade resources to reduce note-taking differentiation for learning styles</p>
<p>Unit A: Active Living</p> <p>New curriculum objectives : A1. Participation A2. Physical Fitness Application A3. Safety</p>	<p>www.bodyforlife.com www.markastolot.weebly.com</p>	Textbook orientation	Assessment For – Observation and Conversation	Begin January 23rd
<p>A1. participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong</p>	<p><u>Fitness Testing , pages 56 – 88</u> BMI W/H ratio Jump Tests Press ups</p>	<p>What is Fitness ? Physical. Social. Mental, spiritual.</p> <p>Fitness Testing (daily) Karate</p>	<p>1. Assessment For 'Assess your health' project</p> <p>2. Participation in fitness testing and Karate (Douvris Martial Arts, Bank st,)</p>	Feb 9th

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participation;	Squats Wall sits Planks Step test	Stress test – are you exhibiting the signs of stress ?		
A2• demonstrate improvement in personal health-related physical fitness;	Daily Fitness testing Blood Pressure /Pulse monitor Workbook – record progress on fitness tests SMART targets Components of a healthy diet	Discussions after testing - what do high pulse and blood pressure readings mean ? Tracking diet through a food diary	1. Teacher Observation of Daily fitness testing and tracking Assignment 2 : ,Set and Monitor targets to improve your health	Feb 17th
A3- demonstrate safe practices regarding the safety of themselves and others Note : A3.2 and A3.3 to be covered in First Aid Course by RedCross	Page 136 (warming up) Page 146- 48 (heat stroke) Karate at Douvris Winter Olympics for Elementary School at Windsor Park	Anatomical awareness – labelling muscles and joints. (workbook)	Assessment For – Conversation 1. Evaluate / Self Assess : I) the progress of the your health plan, ii) your participation in Karate, and iii) your awareness of safety	
As Above	Winter Olympics for Elementary School at Windsor Park	Students plan and lead a winter sports station.	Assessment Of -Teacher Observation of students leading activities	Feb 18th
	Data gathered on personal health and fitness	Present and Assess Others on Personal Health Evaluation.	Present Unit Task on Physical Fitness, Safety and Participation Evaluation	Feb 25th

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<p>Unit B: Living Skills</p>	<p>JumpRope for Heart</p>			<p>Feb26th</p>
<p>B1Decision Making By the end of the course, students will:</p> <ul style="list-style-type: none"> – identify personal strengths and areas for growth; – demonstrate how they have achieved short-term goals based on a personal vision; – <i>demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living;</i> – produce sequential action plans to achieve personal health goals. 	<p>Text, pg. Xviii decision making page 186 Sexual Decision making</p> <p>handout – self esteem</p> <p>news media -bodyimages</p>	<p>Analyse media images of celebrities and athletes. Who is healthy ? Analysing celebrity images/supermodels/body builders</p> <p>Analysing the lifestyles of truly healthy people</p>	<p>Assessment for - Analysis of bodyimage in media : Who is a healthy celerity ?</p> <p><u>Evaluation</u> : Create an Informational Poster on Body Image – what does healthy <i>really</i> look like ? Healthy vs, Unhealthy</p>	
<p>B2-Social Skills By the end of the course, students will:</p> <ul style="list-style-type: none"> – contribute to the success of the group verbally and non-verbally (e.g., by completing a fair share of 	<p>Text pages 262,- 274.</p> <p>Mentoring / Bullying program (see Jennifer for PeaceMakers Program)</p>	<p><u>Peacemakers Program (Mentoring younger people)</u></p>	<p>Assessment For – Chapter 16 Review Q's</p> <p>Assessment For – teacher observation</p>	

<p>the group task, by acknowledging others' contributions to the task);</p> <ul style="list-style-type: none"> – explain the benefits and disadvantages of working with others; – give and receive assistance (e.g., through peer mentoring); – use appropriately a variety of methods for reaching group agreement (e.g., through consensus, by taking votes in which the majority rules) 				
<p>B3Conflict Resolution</p> <p>By the end of the course, students will:</p> <ul style="list-style-type: none"> – demonstrate understanding of personal values that can lead to conflict; – use assertiveness techniques to avoid escalating conflict; – demonstrate active listening skills (e.g., 	<p>p. 262, - 274 See John and Jennifer for Social Skills Activities</p>	<p><u>Self Assessment Activity</u> – What are my stressors ? What helps me cope ?</p> <p>Chapter Review 6</p>	<p>Assessment (For) Observation/ Conversation - Work with middle school as conflict resolution mentors</p> <p>Assessment As – Write a Reflection : What have you gained from the Peacemakers program ?</p> <p>Assessment Of – Create a plan for dealing with</p>	

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<p>identifying non-verbal feelings expressed by others, paraphrasing the message, asking questions for clarification when managing conflict;</p> <p>– demonstrate the appropriate steps of conflict resolution in situations encountered in class, at school, with friends, and at home;</p> <p>– demonstrate understanding of the triggers of conflict to prevent escalation; identify coping skills to deal with the internal conflict and stress that often accompanies change.</p>			<p>stress, conflict</p>	
<p>Unit C : Healthy Living</p>	<p>Text Chapters 10 – 12</p>		<p>Midterm Test -</p>	<p>Midterm - April 9th</p>
<p>C1 Healthy Growth and Sexuality By the end of the course, students will:</p> <p>– identify the developmental stages of sexuality throughout life;</p>	<p>Chapter 10 , 11</p>	<p>Brainstorm safe and acceptable language</p>	<p><u>Assessment For</u> Diagnostoc Quiz on Sexual Health Facts</p> <p><u>Assessment As</u> Anonymous question box on sex facts</p>	

<p>– describe the factors that lead to responsible sexual relationships;</p> <p>– describe the relative effectiveness of methods of preventing pregnancies and sexually transmitted diseases (e.g., abstinence, condoms, oral contraceptives);</p> <p>– demonstrate understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality</p> <p>(e.g., healthy human relationships, avoiding unwanted pregnancies and STDs such as HIV/AIDS);</p> <p>– demonstrate understanding of the pressures on teens to be sexually active;</p> <p>– identify community support services related to sexual health concerns.</p>			<p><u>EVALUATION</u> : PRODUCE AN INSTRUCTIONAL VIDEO OR INFORMATION PHAMPLET on resisting peer pressure with regard to sex</p>	
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<p>C2 Substance Use and Abuse</p> <p>By the end of the course, students will:</p> <ul style="list-style-type: none"> – identify facts and myths related to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis); – explain the effects of the use and abuse of alcohol, tobacco, and other drugs 	<p>Text , pages 212 -261</p> <p>chapter 13</p>		<p>Assessment for – Quiz on Substance Abuse facts</p>	
<p>identify the major factors (e.g., environ- mental influences such as peer pressure, media influences, adolescent attitudes) that contribute to the use of alcohol, tobacco, and other drugs;</p> <ul style="list-style-type: none"> – identify the school and community resources involved in education, preven-tion, and treatment with respect to alcohol, tobacco, and other drugs; – demonstrate and use both decision-making and assertion skills with respect 	<p>Chapter 13</p>	<p>Research Drug Support Services : What support is available in Ottawa ?</p>	<p><u>Assessment for</u> : Produce a video drama of a party and how you would resist peer presssure to take drugse</p> <p><u>Evaluation of</u> : Produce an Informational Poster on where to access services and help for drug facts</p>	

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<p>or end the violence in young people's lives;</p> <p>– demonstrate effective personal strategies to minimize injury in adolescence.</p>				
Unit D : Physical Activity				May 11th
<p>Movement Skills and Principles</p>	<p>Windsor Park</p> <p>Videos of classic plays in sport to demonstrate invasion tactics</p>	<p>Coaching Drills</p> <p>Video Analysis of great moments in sport</p>	<p>Teacher Observation of Sports Day</p> <p>JumpRope for Heart Charity Day</p> <p>Assignment – Teach a Sports Skill to the group</p>	
<p>Sports and Recreation</p>	<p>Sports Games : Soccer, Basketball, tag Football</p> <p>Sports equipment</p>		<p>Assessment of = Teacher observation of participation</p> <p>Assesment For = Quiz on rules and strategies of sport.</p>	
Review			<p>Exam / Summative Project 15 %</p> <p>Create a ' How to Stay Healthy' media project that demonstrates your knowledge of the course</p>	June 15th

		Reflections Teacher Evaluation of Teaching Strategies		
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