



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2018-2019

Course Name:	Health for Life	Course Code:	PPZ 3C1
Course Type:	Grade 11	Credit Value:	1.0
Teachers(s):	Mr. Dobazewski		

Course Description:

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. Students 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 active lives.

Course Overall Expectations:

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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.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
<p><u>Vitality in Action</u> This unit emphasizes a personalized approach to health. Through the development of a <i>Vitality</i> Action Plan, students analyze their current health behaviors 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 <i>Vitality</i> Action Plan is revisited in each subsequent unit and at the end of the course with the Community Health Advocacy Task.</p>	Daily participation, discussion, in class question and answer, exercise analysis, exercise demonstrations, vitality logs, vitality journals
<p><u>Determine Your Health</u> Students investigate the physical, social, and mental determinants that affect personal health. They apply understanding of these influences to their <i>Vitality</i> Action Plan and Community Health Advocacy Task.</p>	Discussion, in class question and answer, assignments
<p><u>Health: At Your Service</u> 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 <i>Vitality</i> Action Plan and Community Health Advocacy Task.</p>	Discussion, in class question and answer, assignments
<p><u>Detect and Protect</u> 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 <i>Vitality</i> Action Plan and Community Health Advocacy Task</p>	Discussion, in class question and answer, assignments
<p><u>Health Surrounds You</u> 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 <i>Vitality</i> Action Plan.</p>	Health fair, presentation
<p><u>Celebrate Your Health</u> Students demonstrate evidence of their learning in the course by the completion and presentation of their <i>Vitality</i> 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.</p>	Presentation, reflection
<p><u>Course Culminating Activity/Independent Study</u> Task(s) to be determined by the teacher to meet the overall expectations of the course.</p>	Fitness assessment, vitality assessment, assignment, reflection
<p><u>Final Exam</u> Task(s) to be determined by the teacher to meet the overall expectations of the course.</p>	Exam

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Achievement Category	Percentage
Knowledge/Understanding	20%
Thinking/Inquiry	20%
Communication	25%
Application	35%

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Evaluation	70%
Final Evaluation Breakdown	30%
\$ ISP	20%
\$ Exam	10%

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

1. Responsibility
2. Organization
3. Independent Work
4. Collaboration
5. Initiative
6. Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.)

These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale:

E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments will apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*