



North Vancouver Online Learning

Course Plan: Active Living 12

COURSE DESCRIPTION:

The Physical and Health Education (PHE) curriculum aims to empower students to develop a personalized understanding of what healthy living means to them as individuals and members of society in the 21st century. The PHE curriculum focuses on well-being — the connections between physical, intellectual, mental, and social health. This approach aligns with those of jurisdictions across Canada and throughout the world to promote a deeper and more holistic understanding of overall health and well-being in students.

PHE is designed to develop the knowledge, skills, and understandings that students need for lifelong physical health and mental well-being. The PHE curriculum highlights the interconnections between an individual's health and his or her well-being, the connections between physical and mental health, the importance of positive interpersonal relations, and how interactions with the community affect overall well-being. As well, the PHE curriculum aims to develop students who have the knowledge and confidence to promote their own health and well-being by maintaining healthy habits. The goal is for students to recognize and change unhealthy behaviours and, at the same time, advocate for the safety, health, and well-being of others.

The rationale and goals of PHE justify combining physical and health education as a means to promote and develop all aspects of well-being. The importance of personal well-being, where students develop healthy habits, is clearly identified as one of the principles of British Columbia's educational transformation. This establishes PHE as essential to a complete education for BC students.

Application to personal lifestyle

Students can apply the knowledge, processes, and skills learned to their daily lives while engaging in an exploration of what healthy living means and looks like for them. With the uniqueness of each student in mind, the curriculum facilitates a deep understanding of both physical and health literacy to provide students with the theoretical and practical foundations to embrace their interests and passions and have a healthy active lifestyle.

Comprehensive

The curriculum unites two curricular areas, physical education and health education, into one concentrated area of learning to provide a comprehensive focus on healthy living for students. Although blended, physical and health education maintain their core attributes and qualities while supporting the development of a deeper understanding of their interconnectedness.

Collaboration and networking opportunities Given its scope and flexibility, the PHE curriculum offers many opportunities for networking, collaboration, and exploration of potential partnerships between teachers, parents, local health authorities, and others who might help support the learning experiences for students, building stronger connections between the school and community.

Flexible teaching and learning

The curriculum promotes flexibility for teachers to create learning experiences that are contextually relevant to their students' needs, interests, and passions. Teachers use their professional autonomy when considering where (school, community) to teach their students and the amount of time spent on each aspect of the curriculum. The curriculum extends the learning beyond the walls of the school to connect with the lives of students in ways that are authentic and meaningful to them.

As in all other learning areas, the PHE curriculum is based on the Know-Do-Understand model. The four key features of the curriculum structure are the Big Ideas, Curricular Competencies, Content, and Elaborations. More information on the curriculum model is available at <https://curriculum.gov.bc.ca/curriculum/physical-health-education/12/active-living>.

BIG IDEAS:

Big Ideas are the key understandings that students will achieve by the end of the course. These Big Ideas cover the following concepts: Goal setting, healthy living, healthy choices and mental well-being. Students will explore and understand the following Big Ideas throughout the PHE course:

BIG IDEAS

Physical activity is an important part of overall health and well-being.

Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.

Safety and injury prevention practices allow lifelong participation in physical activities.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking

(Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of the course requires that students manage their time effectively to complete the course by the deadline (June 1st or as determined by program requirements). Successful students engage in coursework at least an hour each day.
- Students must attempt all activities in the course to receive a passing grade, including readings, research, reflections, and digital presentations.
- Students should take care that their communication with the teacher and with other students, through email, or Moodle message, is course related, clear, and respectful in tone.
- It should be clear from the assignment submissions that the student has personally engaged with the course material and submitted only work that is his or her own. Course work must be original. Communicate with the teacher if you would like to complete a project with a partner or group.
- The core of this course is research based. Therefore, students are encouraged to make use of other resources on the internet, but they must cite their sources. A variety of quality resources is a sign of academic depth, just make sure that you check the credibility of each source and acknowledge its use in your work.
- Plagiarism and/or failure to comply with the student code of conduct may result in a failing grade and/or withdrawal from the course.

LEARNING STANDARDS: Curricular Competencies

Students are expected to be able to do the following:

Health and well-being

- Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities
- Demonstrate **reasoned decision-making** related to their personal health and well-being

Safety

- Explain how proper technique and use of equipment reduces the chance of injury
- Demonstrate safe and appropriate participation in physical activities

Participation

- Engage in a variety of recreational activities in different environments
- Overcome potential barriers to participation in physical activities
- Refine strategies to effectively participate in a variety of physical activities
- Apply methods of monitoring and adjusting exertion levels in physical activity

Leadership

- Demonstrate competencies and problem-solving strategies required for **physical activity and recreation leadership**
- Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events and other preferred physical activities

Unit 1 will cover the following Learning Outcomes (Curricular Competencies)

- Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities
- Demonstrate reasoned decision-making related to their personal health and well-being

These are 2 of the 10 learning outcomes in the course curriculum, which comprises 20% of the course Learning Outcomes/Activities. (2/10 = 20%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- safety and etiquette:
 - following rules of games and activities
 - demonstrating positive behaviours that show respect for individual abilities, interests, gender, and cultural backgrounds
 - demonstrating self-respect and self-confidence
 - demonstrating fair play and showing respect for other players/participants
- injury prevention and management: for example:
 - warmup, stretching, cardiovascular work
 - safe use of space
 - safe use of equipment
 - appropriate use of body mechanics
 - cool-down (where appropriate)
- recreational resources: could include:
 - community recreational facilities
 - local recreational sports leagues
 - recreational events (e.g., 10k run, 3-on-3 basketball tournaments)
 - parks and other outdoor activity locations
 - indoor activity centres (e.g., trampoline park, gymnastics centre)

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Unit: One

Big Idea: Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.

Core Competency Focus: Personal Awareness and Responsibility

Essential Questions:

What are the benefits of an Active Lifestyle?

How does developing our self-awareness help us to make better goals?

First Peoples Principle of Learning:

Learning requires exploration of one's identity.

Unit Overview:

This section of the course focused on strategies for goal-setting and self-motivation as well as potential for short-and long-term consequences of healthy decisions, including those involving physical activity and healthy eating.

Unit: Two

Big Idea: Physical activity is an important part of overall health and well-being.

Core Competency Focus: Communication

Essential Questions:

How does a knowledge of movement concepts affect our lifelong physical activity choices?

First Peoples Principle of Learning:

Learning involves recognizing the consequences of one's actions.

Unit Overview:

In this section of the course, students are encouraged to volunteer in physical activity programs at a local school or community centre, where they can apply knowledge and skills from their certification programs to relevant situations (e.g., officiating, coaching, training). Also, students are to promote and coordinate a school recreational or sports activity (e.g., intramural program, extracurricular event).

Unit: Three

Big Idea: Safety and injury prevention practices allow lifelong participation in physical activities.

Core Competency Focus: Thinking

Essential Questions:

How do personal choices affect one's health and life?

First Peoples Principle of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Unit Overview:

In this section of the course, students participated in an individual activity that focussed on proper technique for movement skills, concepts and strategies. This included ways to monitor and adjust physical exertion levels and the health benefits of different physical activities. Students are asked to produce a digital presentation based on one of their individual activities that also showcases their knowledge of physical literacy.

Unit: Four

Big Idea: Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.

Core Competency Focus: Thinking

Essential Questions:

How can I prepare myself for lifelong participation in physical activities?

First Peoples Principle of Learning:

Learning involves recognizing the consequences of one's actions.

Unit Overview:

In this section of the course, students engage in a variety of recreational activities in different environments to overcome potential barriers to participation in physical activities. Students will refine strategies to effectively participate in a variety of physical activities and apply methods of monitoring and adjusting exertion levels in physical activity.

Unit: Five

Big Idea: Physical activity is an important part of overall health and well-being.

Core Competency Focus: Communication

Essential Questions:

How can I prepare myself for lifelong participation in physical activities?

First Peoples Principle of Learning:

Learning requires exploration of one's identity.

Unit Overview:

In this section of the course, students explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities. Students will demonstrate reasoned decision-making related to their personal health and well-being.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Interactive activities

- Reflective writing
- Digital presentations that may include the use of PowerPoint, Prezi etc.
- Participation in any number of different self-directed physical activities
- Use of photos, videos and audio recordings to show participation in various physical activities

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. Summative assessment will be used on individual performance tasks throughout each unit. The North Vancouver Assessment and Evaluation Handbook will be used as a guideline for assessment - <http://nvsc44curriculumhub.ca/assessment/>.

Formative:

- Email check ins for students wishing to discuss option for the various assignments

Summative:

- Unit assignments – written feedback, rubric assessment and grade

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Learning Activity	Percentage of Final Mark
Formative and Summative Checkpoints in each unit	
Unit 1 (Activation)	10%
Unit 2	30%
Unit 3	20%
Unit 4	20%
Unit 5	20%
Course Total	100%

RESOURCES:

There is no required textbook for this course. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.

