



HEALTH AND PHYSED (GIRLS)

OVERVIEW:

“The purpose of the *Ontario Curriculum HPE* is to assist students in developing:

- an understanding of the importance of physical fitness, health and well-being and the factors that contribute to them;
- a personal commitment to daily vigorous physical activity and positive health behaviours;
- the basic movement skills they require to participate in physical activities throughout their lives.

Students should begin early to acquire basic knowledge about a wide variety of health-related topics and to develop relevant skills. They need to understand how their actions and decisions affect their health, fitness and personal well-being and how to apply their learning to make positive, healthy decisions in all areas of life and personal development (*Ontario Curriculum HPE*, page 2).

Learners with the commitment and capacity to lead healthy active lives have the personal, social and decision-making skills to obtain and use health information.”

- OPHEA, 2000

CURRICULUM EXPECTATIONS: (2015)

LIVING SKILLS

Overall expectations:

By the end of Grade 6, students will:

1. Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

A. ACTIVE LIVING

Overall expectations:

By the end of Grade 6, students will:

- A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;

- A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

Overall expectations:

By the end of Grade 6, students will:

- B1. 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;
- B2. 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.

C. HEALTHY LIVING

Overall expectations:

By the end of Grade 6, students will:

- C1. demonstrate an understanding of factors that contribute to healthy development;
- C2. 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;
- C3. 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.

Please note that Health will be taught with discretion (certain topics) and from an Islamic perspective!

Healthy Living Learning Summary for Grade 6: Key Topics*			
Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating		C2.1 Influences on healthy eating [CT] C2.2 Eating cues and guidelines [PS]	C3.1 Benefits of healthy eating/active living [CT]
Personal Safety and Injury Prevention		C2.3 Safe and positive social interaction, conflict management [PS, IS]	C3.2 Responsibilities, risks – care for self and others, safety practices [PS, IS]
Substance Use, Addictions, and Related Behaviours	C1.1 Effects of cannabis, illicit drugs C1.2 Supports – substance use, addictive behaviours	C2.4 Strategies, safe choices, influences, tobacco, alcohol, cannabis [CT]	
Human Development and Sexual Health	C1.3 Development of self-concept [PS]	C2.5 Understanding of puberty changes, healthy relationships [PS] C2.6 Decision making in relationships [IS, CT]	C3.3 Stereotypes and assumptions – impacts and strategies for responding [PS, CT]

OUTLINE FOR THE YEAR (IN'SHAA ALLAH):

(Physed and Health is scheduled 3x/week)

Physed (girls)

#	UNIT	LESSONS ALLOTTED
1	Fitness and Aerobic exercise	6
2	Strategy games I (incl. flag football, outdoor cooperative)	10
3	Soccer	10
4	Basketball	10
5	Volleyball	10
6	Strategy/team games II	8
7	Challenges	6

60 lessons

Health(girls)

#	UNIT	LESSONS ALLOTTED
1	Safety and decision making	4
2	Self esteem and body image	5
3	Growth and Development	5
3	Healthy eating habits	9
4	Preventing drug use	2

25 lessons

- **I will be placing a large emphasis on self esteem, body image, and healthy eating habits- given the age group I am dealing with! I am highly invested in helping these young girls develop into strong, confident leaders In'shaa Allah!**

Sample resources used:

- OPHEA. Health and Physical Education: Grade 6. Toronto: The Ontario Physical and Health Education Association, 2000.

Sample Teaching/Learning Strategies

Lecture/presentation	Teacher analysis	Investigations/lab/inquiry
Student presentation	Small group discussion	Digital media/technology
Class discussion	Hands-on activity/materials	Cooperative learning/group work
Problem solving	Critical analysis	Demonstrations/modelling
PowerPoint	Peer Analysis	Brainstorming
Graphic organizers (e.g. fish bone, mind map, concept map, Venn diagram, timeline, flow chart)		
Debates	Games/competitions	Journals
Role playing/drama	Think-Pair-Share	Learning styles
Multiple Intelligences	Brainstorming	Field trip
Guest speaker	Gallery walk	Online research
Video creation	Homework	Guided/independent practice
Jigsaw	4 Corners	Tribes activities
Case studies	Tribes activities	Other (subject specific)

Sample Evaluation/Assessment Strategies

Formative/summative assessments	KWL chart	Graphic organizers (see above)
Pre-test/Quiz/Test	Larger assignment/project	Models/dioramas
Presentations	Handout/Worksheet Activity	Table
Diagrams	Self-evaluation	Investigations
Checklist	Rubric	Ticket out the door/variation
Conference	Peer review	Observations
Assigned questions	Lab report/notebook	Technology
Culminating activity	Debates/drama	Class/small-group discussion
Inquiry activity	Online work	Check for understanding
Anecdotal report	Larger assignments/projects	Journals
Group assessment	Independent study	Binder check
Portfolio	Letters/other narrative structures	Other (subject specific)

Assessment Types

Assessment for Learning	Assessment as Learning	Assessment of Learning
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Central Assessment Strategies

Student Work	Conversation	Observation
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The tables above provide an overview of some of the strategies I will be using in my Health and Physical Education lessons In'shaa Allah, as well as how I will be assessing and evaluating my students. For a more detailed look at my teaching strategies, please see the appropriate sections on the class website (srmariam6b2015.weebly.com). Jazakallah!