

## Focus Course Planning – Quick Tips

### Why a “Focus Course”?

- to meet the interests and needs of students by providing a variety of courses that offer a wide assortment of physical activities;
- to increase the rate of students’ participation in physical activity and engage a wider number of students by responding to their interest in particular types of activities
- to improve programming flexibility and broaden the range of options available to students as they select courses to meet graduation requirements, allowing them to customize their individual pathways to better suit their interests and needs.

### The Course: (intent, code, description)

- Identify which course best meets the needs of your school and community (e.g., student survey, availability of built environment post secondary)
- Select course codes from the list provided – see page XXX of the HPE curriculum document (Revised 2015)
- Ensure that: *The intent behind focus courses is not to focus on a single sport – in other words, not to offer a “hockey course” or a “basketball course” or a “tennis course” – but rather to give students the opportunity to experience a variety of physical activities as they acquire knowledge and skills related to healthy living*
- The course description for a focus course should start with the full course description given in this document for the corresponding HALE course for the particular grade,
- The course description contains a statement describing the types of activities that the course will focus on at the end of the course description.

### Program Planning

- Overall Expectations are the same as those of the corresponding HALE course
- Specific Expectations:
  - While all SE’s should be addressed, some will require a more consistent approach in all courses at the grade level and not be contextualized for the “focus”? (e.g., consent)
  - Identify which “e.g.’s” are best suited for a particular focus to help ensure that the focus course is appropriately differentiated from each other and the corresponding HALE course
  - Consider utilizing the Ophea safety guidelines to support placement (i.e. cycling)
- Use the teacher prompts to assist in the contextualizing of the course content (where appropriate)
- Determine how the living skills be addressed within the context of the “focus” courses
  - PAF – Personal Program Development - Self Awareness/Self Monitoring, Planning, Processing, Drawing Conclusions
  - PAD – Tripping / Hiking – Adaptive, Coping and Management Skills

### Other Considerations:

- How will your department ensure differentiation of the learning within different courses at the same grade? (e.g., PPL30 / PAF30 / PAL 30)
- How will your department ensure differentiation of the learning within focus courses at different grades? (e.g., PAF 20/PAF30/PAF 40)
- How will you ensure that all the expectations of a course are being addressed (i.e., Human Development and Sexual Health) and differentiated within grades?
- Some expectations will require some creativity and teacher collaboration/moderation to create appropriate examples and provide the necessary differentiation (i.e., C1.1, C1.2, C1.3)

**Samples:**

**Active Living Strand**

**OE:** A2. Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

**SE:** A2.1 participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes

	HALE	PAF	PAL	PAI	PAQ	PAR	PAD
<b>Grade 9</b>							
<b>Grade 10</b>							
<b>Grade 11</b>	cycling (Fitness Activities - spin cycle)	cycling (Fitness Activities - spin cycle)	Sledge hockey	cycling (road, bike path)	Endurance swim, water running		snowshoeing
<b>Grade 12</b>							

**Movement Competence Strand**

**OE:** 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;

**SE:** B1.1 perform stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli

	HALE	PAF	PAL	PAI	PAQ	PAR	PAD
<b>Grade 9</b>							
<b>Grade 10</b>							
<b>Grade 11</b>	Use core strength to maintain balance	Use core strength to maintain balance (cycling, stability ball)		Use core strength to maintain balance (wall climbing)	Use core strength to perform a synchronized swim skill	Perform a hip hop, modern, folk or jazz dance	
<b>Grade 12</b>							

**Healthy Living Strand**

**OE:** 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;

**SE:** C2.1 describe behaviours and strategies that can be applied to make safer choices in a variety of situations and settings and reduce the risk of personal injury or death

	HALE	PAF	PAL	PAI	PAQ	PAR	PAD
<b>Grade 9</b>							
<b>Grade 10</b>							
<b>Grade 11</b>	Wearing protective gear (e.g.XXX)	Wearing protective gear (e.g.XXX)		Wearing protective gear (e.g.XXX)	Wearing protective gear (e.g.XXX)		Wearing protective gear (e.g.XXX)
<b>Grade 12</b>							