

The Ontario Curriculum  
Grades 11 and 12

# Health and Physical Education

2000



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# Introduction

*The Ontario Curriculum, Grades 11 and 12: Health and Physical Education, 2000* will be implemented in Ontario secondary schools starting in September 2001 for students in Grade 11 and in September 2002 for students in Grade 12. This document replaces the curriculum guidelines *Physical and Health Education, Senior Division, 1975* and *Physical and Health Education, Ontario Academic Courses, 1993*.

This document is designed for use in conjunction with *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at <http://www.edu.gov.on.ca>.

## **The Place of Health and Physical Education in the Curriculum**

The health and physical education curriculum has been designed to provide learning experiences that will help students realize their potential in life. Students will develop:

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

The expectations outlined in this document concentrate on the development of personal fitness, competence, skills, attitudes, and knowledge that will help students deal with the variety of personal, social, and workplace demands in their lives. The primary focus of this curriculum is on helping students develop a positive attitude and commitment to lifelong healthy active living and the capacity to live satisfying, productive lives.

Healthy active living benefits both individuals and society in many ways – for example, by increasing productivity, improving morale, decreasing absenteeism, reducing health-care costs, and heightening personal satisfaction. Other benefits include improved psychological well-being, physical capacity, self-esteem, and the ability to cope with stress. The expectations within this curriculum promote healthy active living through the development of physical, social, and personal skills. This practical, balanced approach will help students move successfully beyond secondary school.

Many of the expectations in health and physical education courses, such as those related to healthy living, active participation, and movement skills, are fully emphasized only in this curriculum. For example, such expectations as participation in physical activities for sustained time periods, knowledge of guidelines for safe participation in physical activities, and informed decision making related to healthy sexuality are central to this curriculum. The health and physical education curriculum provides students with learning opportunities that will help them make positive decisions about all aspects of their health and encourage them to lead healthy, active lives.

The health and physical education curriculum also promotes important educational values and goals such as tolerance, understanding, excellence, and good health. These values are reinforced in other curriculum areas, as well as in society itself. Parents, schools, health-care agencies, peers, businesses, government, and the media are all vital partners in helping promote these values to students. Working together, schools and communities can be powerful allies in motivating students to achieve their potential and lead safe, healthy lives.

There are clear connections between the expectations in health and physical education and those in other subject areas, such as guidance and career education, science, and social science. For example, all of these subject areas share the goals of developing life-management skills, interacting positively, working independently and collaboratively, enhancing healthy lifestyles, and examining contemporary social issues. The unique expectations of the health and physical education curriculum help improve student learning in all subjects. Subject matter from any course in health and physical education can be combined with subject matter from one or more courses in other disciplines to create an interdisciplinary course. The policies and procedures regarding the development of interdisciplinary courses are outlined in the interdisciplinary studies curriculum policy document.

The expectations in the Grade 11 and 12 health and physical education courses are designed to meet the changing needs of students in the senior grades. For example, the curriculum refines and advances the movement patterns introduced in Grades 9 and 10 in the context of a broader range of sports and recreational activities. Students will develop additional skills and knowledge relating to healthy growth and sexuality, mental health, personal safety, and injury prevention. Lifelong participation in physical activities and greater responsibility for personal learning, behaviour, physical fitness, and health are encouraged in all courses in the senior grades. In general, the Grade 11–12 curriculum has been developed to address explicitly many of the singular needs and challenges confronting adolescents as they move towards adulthood.

# The Program in Health and Physical Education

## Overview

The emphasis of the health and physical education program is on physical activity. The program promotes enjoyment of, and regular participation in, physical activity, and healthy active living. The courses will help students understand how their personal actions and decisions will affect their health, fitness, and well-being. All courses in this curriculum address relevant health issues and provide students with a wide variety of activities that promote fitness, the development of living skills, and personal competence.

The courses offered in Grades 11 and 12 include open courses, as well as a university preparation course and a college preparation course. (See *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000* for a description of the different types of secondary school courses.)

The Healthy Active Living Education courses in Grades 11 and 12 – both open courses – will focus on physical activity. At the same time, the courses will help students develop the knowledge, skills, and attitudes needed to maintain a healthy lifestyle and a commitment to lifelong participation in physical activity. Students will be encouraged to pursue physical activities outside the school program for personal fitness, health, and enjoyment.

Students who take the Grade 11 Health for Life course (an open course) will learn to take responsibility for improving their own health and develop the skills needed to encourage others to lead healthy lives. They will examine the factors that affect personal health and the health of individuals as members of a community, and learn how healthy eating, active living, and a positive self-image contribute to vitality.

The Grade 12 university preparation course entitled Exercise Science gives students the opportunity to study physical movement and explore current sports issues and related health topics. This course will prepare students for university programs in physical education, kinesiology, recreation, sports administration, and health sciences.

In the Grade 12 college preparation course entitled Recreation and Fitness Leadership, students will develop the knowledge and skills needed to provide leadership and coordination in a recreational setting. They will help others understand the value of physical fitness and well-being by providing mentorship in recreational pursuits that support a healthy, active lifestyle. This course will prepare students for college programs in recreation, leisure, and fitness leadership.

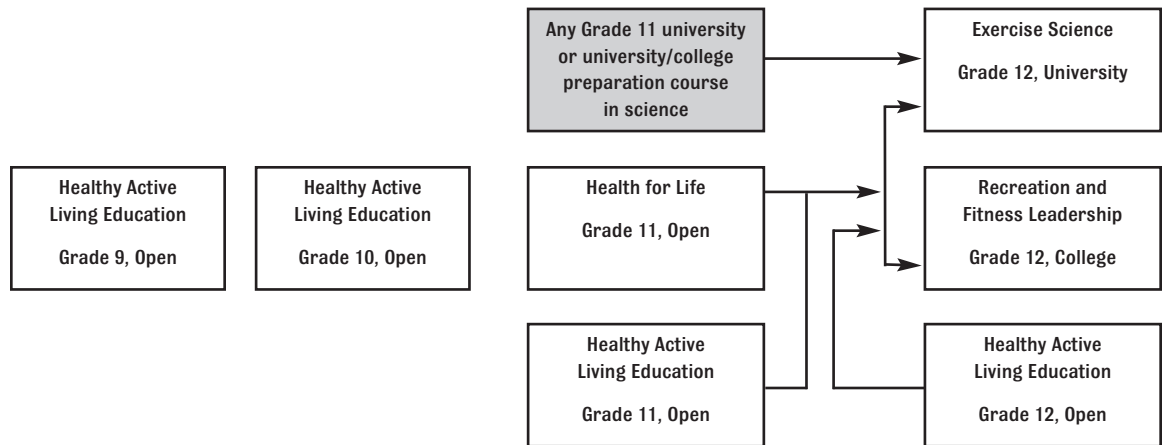
**Courses in Health and Physical Education, Grades 11 and 12**

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Healthy Active Living Education	Open	PPL3O	None
11	Health for Life	Open	PPZ3O	None
12	Healthy Active Living Education	Open	PPL4O	None
12	Exercise Science	University	PSE4U	Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education
12	Recreation and Fitness Leadership	College	PLF4C	Any Grade 11 or 12 open course in health and physical education

*Note:* Each of the courses listed above is worth one credit.

**Prerequisite Chart for Health and Physical Education, Grades 9–12**

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



The learning expectations of the Grade 11 and 12 Healthy Active Living Education courses outline the knowledge and skills that students are expected to demonstrate by the end of each course. Schools may develop the courses to focus on a particular group of physical activities as the vehicle through which students will attain the expectations. The possible groupings (with their corresponding course codes for Grade 11 and Grade 12 courses, respectively) are as follows: Personal and Fitness Activities (PAF3O, PAF4O), Large-Group Activities (PAL3O, PAL4O), Individual and Small-Group Activities (PAI3O, PAI4O), Aquatics (PAQ3O, PAQ4O), Rhythm and Movement (PAR3O, PAR4O), and Outdoor Activities (PAD3O, PAD4O). In the course description for these courses, a statement about the group of activities on which the course will be focused should be added to the relevant Healthy Active Living Education course description given in this document. (Some schools may wish to add a sixth character to the course codes to identify courses planned for co-educational, male, or female

enrolment.) Schools may offer more than one Healthy Active Living Education course in Grades 11 and 12. A student may take more than one Healthy Active Living Education course for credit in the same grade.

Components within the health and physical education curriculum help students develop a healthy, active lifestyle while in high school and maintain it after graduation. Nevertheless, on the written request of a parent or of a student aged eighteen or older, the right to withdraw from any component of a health and physical education course shall be granted, where such a component is in conflict with a religious belief held by the parent or student. Where such withdrawal involves a significant portion of the course time, a different component of work in health and physical education shall be scheduled for the student.

***A Note About Credits.*** Courses in Grades 11 and 12 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, such as school-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a university program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

In Grades 9-12, half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course, drawn from all of the strands of that course and divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course that they wish to take.)
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School September Report.

### **Teaching Approaches**

It is important that students have opportunities to learn in a variety of ways: individually and cooperatively; independently and with teacher direction; through hands-on activities; and through the study of examples followed by practice. There is no single correct way to teach or to learn. The nature of the health and physical education curriculum calls for a variety of strategies for learning. The strategies should vary according to the learning expectations and the needs of the students.

## Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are organized under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students. The organization of expectations in strands and subgroupings is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

## Strands

The expectations in the Grade 11 and 12 health and physical education courses are organized into the following strands:

### ***Grades 11 and 12, Healthy Active Living Education***

- Physical Activity
- Active Living
- Healthy Living
- Living Skills

### ***Grade 11, Health for Life***

- Determinants of Health
- Community Health
- Vitality

### ***Grade 12, Exercise Science***

- The Biological Basis of Movement
- Motor Development
- Physical Activity and Sports in Society

### ***Grade 12, Recreation and Fitness Leadership***

- Leadership
- Facilitation of Recreation and Leisure
- Physical Fitness and Well-Being



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## Healthy Active Living Education, Grade 11, Open

(PPL3O)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

**Prerequisite:** None

# Physical Activity

## Overall Expectations

By the end of this course, students will:

- demonstrate personal competence in applying movement skills and principles;
- apply their knowledge of guidelines and strategies that can enhance their participation in recreational and sports activities.

## Specific Expectations

### *Movement Skills*

By the end of this course, students will:

- demonstrate the development of movement skills in a variety of physical activities (e.g., performing such skills as an overhead serve in volleyball, a parallel turn in downhill skiing, or a j-stroke in canoeing);
- apply movement principles to refine their movement skills (e.g., using all of the joints that can be effectively used to produce maximum force, as in an overhead clear in badminton or a slapshot in hockey).

### *Sports and Recreation*

By the end of this course, students will:

- apply the specific rules and guidelines for participation in recreational and sports activities, including team, group, dual, and individual activities (e.g., yellow card infractions in soccer, appropriate breathing patterns in weight training, strategies for effective performance in tennis);

- explain factors (e.g., motivation, equipment, preparation such as warm-ups, safety issues) that affect performance and participation in recreational and sports activities;
- use ethical strategies and tactics to enhance their performance in specific situations and conditions (e.g., using a high underhand serve in beach volleyball to take advantage of wind and sun conditions);
- describe career opportunities in the fields of sports, recreation, health, and physical education after doing research using such resources as the Internet and software programs.

## Active Living

### Overall Expectations

By the end of this course, students will:

- participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- demonstrate improved physical fitness;
- demonstrate responsibility for their personal safety and the safety of others.

### Specific Expectations

#### *Active Participation*

By the end of this course, students will:

- participate regularly in physical activity, using community and school facilities and choosing from a wide variety of activities, including individual, small- and large-group, outdoor, and aquatics activities;
- demonstrate personal improvement in their performance of a variety of physical activities;
- explain the benefits of lifelong participation in different physical activities (e.g., social interaction, enjoyment, relaxation, self-esteem);
- describe strategies that will affect their choice of activities and encourage lifelong participation and enjoyment (e.g., choosing an activity that appeals to them and that promotes personal skills and abilities);
- demonstrate positive, responsible personal and social behaviour in physical activity settings (e.g., encouraging and helping others, striving for personal bests, showing respect for others, demonstrating good sportsmanship);
- demonstrate leadership (e.g., planning and leading in-class activities);
- identify Canadian leaders in physical activities and describe their leadership qualities.

#### *Physical Fitness*

By the end of this course, students will:

- maintain or improve personal fitness levels by participating in vigorous physical

activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty-minute time period four times per week);

- explain the physiological benefits of physical activity (e.g., improved strength, endurance, energy);
- assess personal health-related physical fitness in relation to their personal health goals (e.g., monitor their heart rate and breathing with regard to their target zones during a vigorous cross-country skiing session);
- create daily personal health-related physical fitness programs (e.g., apply dietary principles in building healthy body mass) and adopt strategies that promote lifelong participation.

#### *Safety*

By the end of this course, students will:

- apply appropriate guidelines and procedures for safe participation in physical activity (e.g., using appropriate equipment and facilities, wearing appropriate attire, meeting expectations regarding supervision, understanding the importance of proper posture in minimizing injury);
- demonstrate behaviour that minimizes risk to themselves and others (e.g., doing warm-ups, checking slope conditions before downhill skiing);
- describe the resources and community agencies that provide assistance in emergency situations associated with physical activity.

## Healthy Living

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of sexual and reproductive health;
- demonstrate, in a variety of settings, the knowledge and skills that reduce risk to personal safety;
- describe the influence of mental health on overall well-being.

### Specific Expectations

#### *Healthy Growth and Sexuality*

By the end of this course, students will:

- describe factors (e.g., environmental, hormonal, nutritional) affecting reproductive health in males and females;
- demonstrate an understanding of causes and issues related to infertility;
- demonstrate the skills needed to sustain honest, respectful, and responsible relationships;
- describe sources of information on and services related to sexual and reproductive health;
- assess reproductive and sexual health care information and services.

#### *Personal Safety and Injury Prevention*

By the end of this course, students will:

- describe different types of violence (e.g., relationship violence – physical, verbal, sexual, emotional);
- demonstrate an understanding of the causes of relationship violence;
- identify and analyse the indicators of violence in interpersonal relationships, as well as appropriate intervention strategies;
- assess solutions and strategies for preventing and eliminating relationship violence;
- analyse the leading causes of injury and injury-associated deaths among adolescents (e.g., unwise risk taking, alcohol and drug abuse, life stresses);

- demonstrate an ability to minimize the risks of injury for adolescents;
- assess strategies for reducing injuries and injury-associated deaths among adolescents (e.g., personal and legal action, educational programs designed to reduce the risk of death from motor vehicle accidents).

#### *Mental Health*

By the end of this course, students will:

- describe the characteristics of an emotionally healthy person (e.g., positive self-concept, ability to manage stress effectively, ability to work productively);
- demonstrate the skills that enhance personal mental health (e.g., coping strategies for stress management);
- analyse the factors (e.g., environmental, genetic) that influence the mental health of individuals and lead to the prevalence of mental health problems in the community;
- describe the impact of mental health disorders (e.g., phobias, anxiety disorder, schizophrenia, affective disorders) on a person's emotional and physical health;
- identify and describe suicidal behaviours and strategies for suicide prevention.

## Living Skills

### Overall Expectations

By the end of this course, students will:

- use decision-making and goal-setting skills to promote healthy active living;
- demonstrate an ability to use stress management techniques;
- demonstrate the social skills required to work effectively in groups and develop positive relationships with their peers.

### Specific Expectations

#### *Decision Making*

By the end of this course, students will:

- describe their understanding of what constitutes healthy active living (e.g., a lifestyle that stresses the importance of exercise and healthy eating);
- apply strategies to establish priorities and set goals;
- identify common obstacles to successful decision making;
- explain the advantages, disadvantages, and possible consequences of risk-taking behaviour;
- describe how to determine whether a risk is worth taking or not.

#### *Stress Management*

By the end of this course, students will:

- describe the positive and negative effects of stresses that are part of daily life;
- explain physiological responses to stress;
- use appropriate strategies for coping with stress and anxiety (e.g., relaxation, meditation, exercise, reframing);
- demonstrate an understanding of change and its impact on an individual's health.

#### *Social Skills*

By the end of this course, students will:

- explain aspects of the process of group dynamics (e.g., organizational culture, stages of group development, characteristics of the group, function of the group);
- evaluate group effectiveness (e.g., ability to complete tasks, group satisfaction, quality of product);
- use strategies for giving constructive feedback to individuals and groups;
- explain their contribution to the maintenance of positive peer relationships.

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## Health for Life, Grade 11, Open

(PPZ3O)

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. They 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 lives.

**Prerequisite:** None

## Determinants of Health

### Overall Expectations

By the end of this course, students will:

- analyse the role of individual responsibility in enhancing personal health;
- analyse the social factors that influence personal health.

### Specific Expectations

#### *Personal Factors*

By the end of this course, students will:

- describe the interrelationship of physical, social, and mental health in enhancing personal health;
- describe the heredity factors that influence personal health (e.g., a family history of an illness such as diabetes, breast cancer, cardiovascular disease, or mental illness; body shape and size);
- analyse how various lifestyle choices (e.g., decisions pertaining to nutrition, physical activity, and smoking) affect health;
- evaluate the factors (e.g., personal responsibility; the influence of peers, culture, and the media) that influence personal choices with regard to health-related products and services;
- explain how stress and one's ability to cope with stress affect personal health;
- implement a personal plan for healthy living.

#### *Social Factors*

By the end of this course, students will:

- describe how family, peers, and community influence personal health;
- analyse the social factors that influence personal health (e.g., employment, education, socio-economic status, isolation, rural and urban settings, access to health and recreational services);
- describe the influence of culture on health (e.g., foods eaten, methods of treating illness, gender roles).

# Community Health

## Overall Expectations

By the end of this course, students will:

- 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.

## Specific Expectations

### *Consumer Health*

By the end of this course, students will:

- determine the validity of health information, products, and services (e.g., information on food labels, health and exercise equipment) based on research (e.g., Ministry of Health publications, scientific publications);
- identify the factors (e.g., the consumption of foods after their expiration dates, certain food additives) that lead to food-generated ailments (e.g., food poisoning, food allergies);
- analyse alternative health care practices and services (e.g., acupuncture, homeopathy, naturopathy);
- analyse the cost and accessibility of health care services;
- evaluate the effectiveness of school and community health services (e.g., public health units, community agencies, mental health facilities) for themselves and others;
- evaluate the effectiveness of the methods and means used to communicate health information and ideas (e.g., the Internet, print media, research journals).

### *Health and Environmental Factors*

By the end of this course, students will:

- analyse the environmental factors (e.g., air and water quality, living conditions) that affect personal health (e.g., increase in respiratory and communicable diseases);
- describe environmental influences on health on the local, national, and global levels (e.g., pollution, industrial activity, weather);
- describe the impact of specific health problems (e.g., malnutrition, skin cancer, lung cancer, cholera, typhoid) on personal health and the health of others;
- analyse the impact of public health policies and government regulations on environmental health and community health (e.g., water treatment, waste disposal management, immunization program);
- identify school and workplace health issues (e.g., air quality, occupational injuries).

### *Health Promotion*

By the end of this course, students will:

- explain the factors that contribute to the strengthening of the immune system (e.g., proper nutrition, physical exercise);



- explain methods used to prevent the transmission of communicable diseases (e.g., abstinence from practices that may lead to contamination, avoidance of drugs);
- evaluate the effectiveness of different types of treatment for the most common communicable diseases (e.g., hepatitis B, tuberculosis, STDs, HIV/AIDS);
- describe how to reduce the risks and/or delay the onset of chronic diseases in adulthood (e.g., cardiovascular disease, cancer, arthritis, diabetes);
- demonstrate specific skills that can help others in emergency health situations (e.g., CPR, first aid);
- demonstrate an awareness of the contributions that individuals can make to the health of others (e.g., by giving blood, by consenting to be an organ donor, by participating in an anti-smoking campaign);
- analyse how research and medical advances influence the prevention and control of health problems;
- identify career opportunities in health promotion and disease prevention.

# Vitality

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the *Vitality* concept;
- use strategies to promote the *Vitality* concept.

## Specific Expectations

### *The Concept*

By the end of this course, students will:

- demonstrate an understanding of the components of the *Vitality* concept (i.e., healthful eating, an active lifestyle, a positive self-concept);
- describe a model that reflects their personal philosophy of health;
- describe the stages identified in behavioural change theory (e.g., precontemplation, contemplation, preparation, action, maintenance) as they relate to modifying personal lifestyle;
- describe barriers to decision making with respect to the *Vitality* concept.

### *Personal Commitment*

By the end of this course, students will:

- demonstrate a commitment to the promotion of personal health and a healthy lifestyle within the school community (e.g., by conducting a school fitness survey or organizing a health fair; by conducting a violence prevention program for younger students);
- explain facts, theories, and personal opinions related to health issues (e.g., by debating current issues, presenting information);
- implement plans for attaining personal health that involve the components of the *Vitality* concept;
- demonstrate an ability to influence and support others in making positive health choices.

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## Healthy Active Living Education, Grade 12, Open

(PPL4O)

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

**Prerequisite:** None

# Physical Activity

## Overall Expectations

By the end of this course, students will:

- demonstrate personal competence in applying complex movement skills and principles;
- apply the guidelines and strategies that enhance participation in recreational and sports activities.

## Specific Expectations

### *Movement Skills*

By the end of this course, students will:

- develop and combine their movement skills in a variety of physical activities (e.g., performing such skills as “skating” in cross-country skiing, making a jump shot in basketball);
- apply movement principles to refine their movement skills (e.g., applying angular motion to cause the ball to spin in tennis or golf).

### *Sports and Recreation*

By the end of this course, students will:

- apply the specific rules and guidelines for participation in recreational and sports activities, including team, group, dual, and individual activities (e.g., moving to the side to allow faster participants to pass in cycling, releasing the rock before crossing the hog line in curling);

- explain factors (e.g., the equipment used, specific preparations such as warm-up or cool-down activities, specific safety issues, features peculiar to specific activities) that affect performance and participation in recreational and sports activities;
- use ethical strategies and tactics to enhance their performance in specific situations and conditions (e.g., making parallel turns to reduce downhill speed in skiing, clearing the ball out to the sidelines in soccer when playing defence);
- describe career opportunities in the fields of sports, recreation, and health and physical education.

## Active Living

### Overall Expectations

By the end of this course, students will:

- participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation;
- develop personal health-related physical fitness;
- demonstrate responsibility for their personal safety and the safety of others.

### Specific Expectations

#### *Active Participation*

By the end of this course, students will:

- participate regularly in physical activities, using community and school facilities and choosing from a wide variety of options at school and in the community, including individual, small- and large-group, outdoor, and aquatics activities;
- demonstrate personal competence in a variety of physical activities;
- analyse the benefits of lifelong participation in different physical activities (e.g., social interaction, enjoyment, relaxation, self-esteem);
- explain the benefits of different activities and the ways in which individuals' participation patterns are likely to change throughout their lives;
- describe strategies that promote lifelong participation in physical activity;
- demonstrate positive, responsible personal and social behaviour in physical activity settings (e.g., modelling positive behaviour, facilitating group cohesiveness and cooperation);
- demonstrate leadership in creating a positive climate that promotes participation and safety (e.g., by officiating, mentoring, organizing, coaching, convening);
- identify Canadian leaders in physical activities and describe their leadership qualities.

#### *Physical Fitness*

By the end of this course, students will:

- maintain or improve personal fitness levels by participating in vigorous fitness activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty-minute time period four times per week);
- explain the training principles that underlie physical fitness;
- assess personal health-related physical fitness (e.g., monitor heart recovery rates during vigorous physical activities);
- refine daily personal health-related physical fitness programs (e.g., incorporate a variety of activities that promote cardiovascular fitness into personal fitness programs; adopt strategies to promote lifelong participation);
- evaluate a variety of physical fitness equipment, programs, and approaches (e.g., evaluate the merits of different weight-training equipment).

**Safety**

By the end of this course, students will:

- apply appropriate guidelines and procedures for safe participation in physical activity (e.g., using appropriate equipment and facilities, wearing appropriate attire, meeting expectations regarding supervision, understanding the importance of proper posture in minimizing injury);
- demonstrate behaviour that minimizes risk to themselves and others (e.g., when dealing with a capsized kayak, by assessing the safety of climbing equipment, by adopting the principles of fair play);
- evaluate the effectiveness of the resources and community agencies that provide assistance in emergency situations associated with physical activity.

## Healthy Living

### Overall Expectations

By the end of this course, students will:

- describe how society and culture affect individual perceptions and expressions of sexuality;
- demonstrate an understanding of strategies that promote personal safety and prevent injuries;
- demonstrate an ability to use specific strategies to enhance their own mental health and that of others;
- demonstrate an understanding of strategies that promote healthy relationships.

### Specific Expectations

#### *Healthy Growth and Sexuality*

By the end of this course, students will:

- analyse the factors (e.g., culture, media) that affect gender roles and sexuality;
- demonstrate an understanding of the factors (e.g., attitudes, values, and beliefs about gender roles and sexuality) that affect the prevention of behaviour related to STDs, AIDS, and pregnancy;
- describe the factors (e.g., healthful eating, abstinence from smoking and alcohol) that contribute to healthy pregnancy and birth;
- describe the characteristics of healthy, respectful, and long-lasting relationships;
- assess the skills needed to maintain healthy, respectful, and long-lasting relationships;
- describe the communication skills needed to discuss sexual intimacy and sexuality in a relationship.

#### *Personal Safety and Injury Prevention*

By the end of this course, students will:

- analyse the causes of certain types of interpersonal violence (e.g., stalking, date rape, family violence, extortion);
- describe the possible effects of violence on individuals who are exposed to it in their personal lives (e.g., becoming violent themselves, thereby continuing the cycle of violence and abuse);

- identify sources of support for individuals exposed to violence (e.g., within the family, the school, or the community);
- demonstrate an ability to use skills and strategies (e.g., refusal, self-defence) to deal with threats to personal safety and the safety of others;
- explain why adolescents and young adults are overrepresented in traffic fatalities;
- assess strategies for reducing risks to their own safety and that of others in various situations (e.g., while participating in outdoor winter sports activities or driving cars, boats, and snowmobiles).

#### *Mental Health*

By the end of this course, students will:

- demonstrate an understanding of specific mental health issues (e.g., depression, anxiety, suicide);
- apply the skills necessary to manage stressful situations (e.g., death and dying, mental or physical illness in a family);
- demonstrate an ability to use skills to enhance their own mental health;
- describe the importance of relationships and communication with others to mental health;
- identify sources of information on and services related to mental health (e.g., the Internet, libraries, community agencies, media) in the community and beyond.

## Living Skills

### Overall Expectations

By the end of this course, students will:

- use decision-making and goal-setting skills to enhance their daily lives;
- demonstrate an understanding of the importance of respect for self and respect for others in reducing conflict in their personal lives;
- use social skills to work effectively in groups and enhance relationships.

### Specific Expectations

#### *Decision Making*

By the end of this course, students will:

- demonstrate an ability to use strategies that assist in changing and maintaining behaviour to achieve personal healthy active living goals;
- demonstrate an understanding of the impact of complex personal decisions and the ethical considerations associated with these decisions;
- explain the influence of cultural norms (e.g., related to religion, gender roles) on decision making.

#### *Conflict Resolution*

By the end of this course, students will:

- describe positive and negative aspects of conflict;
- demonstrate an understanding of the factors that promote harmony among people (e.g., tolerance, respect for individual differences, empathy);
- demonstrate an ability to use strategies to cope with conflict (e.g., using mediation in highly charged situations).

#### *Social Skills*

By the end of this course, students will:

- demonstrate an ability to work effectively with groups of individuals from different cultures to accomplish group goals;
- demonstrate an ability to use strategies needed to overcome the barriers to functioning effectively as a group;
- demonstrate an ability to use appropriate strategies to reach group consensus;
- explain qualities and factors that promote and enhance close personal relationships (e.g., communication, honesty, responsibility, equality).



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## Exercise Science, Grade 12, University Preparation

(PSE4U)

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

**Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education

# The Biological Basis of Movement

## Overall Expectations

By the end of this course, students will:

- describe the structure and function of the body and of physiological principles relating to human performance;
- demonstrate an understanding of biomechanical principles related to improving movement;
- demonstrate an understanding of the ways in which nutrition and training principles affect human performance.

## Specific Expectations

### *Anatomy and Physiology*

By the end of this course, students will:

- use correct anatomical terminology when describing human performance;
- describe the various parts of the skeletal and muscular systems, and the ways in which they relate to human performance (e.g., according to their location, structure, function, and characteristics);
- describe muscle contraction, demonstrating their understanding of sliding filament theory, the use of adenosine triphosphate (ATP) and calcium, excitation/coupling contraction theory, and concentric, eccentric, and static contractions;
- demonstrate an understanding of the energy systems (e.g., ATP/PC, anaerobic and aerobic systems) and their contribution to muscular contraction and activity (e.g., as in long-distance running as compared to sprinting);
- demonstrate an understanding of the relationship between the cardiorespiratory system and the production of energy (e.g., the transporting of nutrients and oxygen to the working muscles);

- describe the acute and chronic effects of physical activity on the body (e.g., increased cardiac output, increased endorphin levels, increased muscular strength and endurance);
- analyse the effects of different environmental conditions (e.g., altitude, climate, air quality) on the body during activity.

### *Biomechanics*

By the end of this course, students will:

- explain the laws of physics as they relate to movement (e.g., Newton's laws related to levers, velocity, and linear acceleration);
- describe the biomechanical principles (e.g., stability, the relationship between force and movement, angular motion) and joint mechanics (e.g., types of joints, range of motion);
- use the appropriate laws of physics and biomechanical principles to analyse human performance (e.g., in running or jumping).

***Human Performance***

By the end of this course, students will:

- describe the relationship between nutrition and activity (e.g., caloric balance, nutrient balance, hydration, needs of specific populations);
- analyse the effects of performance-enhancing methods and substances (e.g., drugs, alcohol, nutritional and herbal supplements, steroids, blood doping) on human performance;
- evaluate the effects of various training methods on performance (e.g., effects of sports- or activity-specific and non-specific training, effects of overtraining);
- adapt physical fitness and activity programs to address personal needs.

# Motor Development

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of individual differences in performance, growth, and development;
- demonstrate an understanding of the principles of motor learning.

## Specific Expectations

### *Growth and Development*

By the end of this course, students will:

- explain the stages of development from infancy to adulthood and the factors that affect physical growth and development;
- demonstrate an ability to design activities appropriate for different ages and stages of development.

### *Motor Learning*

By the end of this course, students will:

- apply knowledge of the phases of a skill (e.g., the phases of a golf stroke: preliminary movement, backswing and recovery, force-producing movement, critical instant, follow-through) to analyse movement;
- explain skill acquisition processes (e.g., the stages of learning, the role of feedback, transferability);
- describe the physical and psychological factors that affect skill performance (e.g., fatigue, visualization, audience, motivation);
- apply motor-learning principles to analyse or teach a skill.

## Physical Activity and Sports in Society

### Overall Expectations

By the end of this course, students will:

- describe the evolution of physical activity and sports;
- analyse the relationship of society and culture to sports and physical activity.

### Specific Expectations

#### *Physical Activity and Sports Issues*

By the end of this course, students will:

- describe the historical development of physical activity and sports;
- identify issues in society related to sports and physical activity (e.g., violence in sports, exploitation in sports, cheating in sports, equal access to sports, physical activity trends);
- analyse the factors that influence participation in physical activity and sports (e.g., current trends, coaching, role models, personal perception of physical activity).

#### *Society and Culture*

By the end of this course, students will:

- analyse the relationship between business and sports and physical activity (e.g., compare an amateur sport to a professional sport, explore the nature of sponsorship);
- explain the importance of being an informed consumer with regard to sports and physical activity;
- describe societal and cultural factors (e.g., gender representation, ethno-cultural preferences) that influence sports and physical activity programs;
- describe the benefits of school and community physical activity and sports programs for themselves and for society (e.g., increased fitness and participation, better school spirit);
- identify career opportunities in fields related to physical activity and sports;
- identify Canadian athletes who have contributed to sports and physical activity and describe their contributions.

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## Recreation and Fitness Leadership, Grade 12, College Preparation

(PLF4C)

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

**Prerequisite:** Any Grade 11 or 12 open course in health and physical education

# Leadership

## Overall Expectations

By the end of this course, students will:

- analyse a variety of leadership styles;
- use their leadership skills in a variety of healthy active living contexts;
- demonstrate an understanding of the group development process;
- demonstrate teamwork skills that achieve positive results.

## Specific Expectations

### *Leadership Styles*

By the end of this course, students will:

- define the concept of leadership;
- explain the development of the concept of leadership from a historical and societal perspective;
- evaluate the effectiveness of various leadership styles;
- apply the leadership style required for a particular situation;
- analyse their own preferred styles of leadership;
- identify Canadian leaders in physical activities and describe their leadership qualities.

### *Leadership Skills*

By the end of this course, students will:

- apply communication skills and strategies that help develop positive relationships (e.g., the ability to express ideas and to listen and respond to others);
- demonstrate an understanding of strategies that facilitate the decision-making process, taking into consideration self, others, and available resources;
- demonstrate an ability to use strategies to minimize and resolve conflict;
- demonstrate an ability to use time-management skills.

### *Group Development*

By the end of this course, students will:

- describe the factors (e.g., size, norms, cohesiveness) that affect group development;
- explain the theories relating to stages of group development;
- analyse how the roles played by various members of a group (e.g., summarizer, task initiator, encourager) contribute to group effectiveness.

### *Teamwork Skills*

By the end of this course, students will:

- demonstrate an ability to facilitate behaviour within a group that is respectful of each individual's thoughts and opinions;
- demonstrate an ability to take responsibility for carrying out tasks assigned by the group;
- demonstrate an understanding of strategies that facilitate group effectiveness (e.g., ensuring that tasks are completed, that members of the group are satisfied with the group process, and that the group's product is of high quality);
- demonstrate leadership skills through their participation in a variety of leadership activities (e.g., in-class tournaments).

## Facilitation of Recreation and Leisure

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the importance of doing a needs assessment before organizing a health and physical education event;
- demonstrate an ability to coordinate a detailed plan for a health and physical education event;
- demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities.

### Specific Expectations

#### *Needs Assessment*

By the end of this course, students will:

- apply appropriate research skills in conducting a survey to identify the needs of a target group for a health and physical education event;
- demonstrate an ability to synthesize information from the survey and incorporate conclusions into a plan for the event;
- identify the community partnerships available to support the findings and participate in the plan.

#### *Plan Coordination*

By the end of this course, students will:

- design a plan for a health and physical education event that reflects the needs and abilities of the participants (e.g., a specific age group, culturally diverse populations, individuals with special needs);
- design an action plan (i.e., a plan that specifies what, when, how, who, how much) to implement the event;
- effectively communicate information about the event to the target group (e.g., through an oral or electronic presentation);
- evaluate the event based on pre-established criteria and make recommendations for improvement.

#### *Promotion of Participation*

By the end of this course, students will:

- explain the personal, social, economic, and environmental benefits of recreation and leisure;
- describe motivational factors and potential barriers that affect lifelong participation in recreational and leisure activities;
- identify various promotional strategies used to market recreation as an essential service;
- apply strategies that are sensitive to community and to cultural and ethnic diversity to promote the benefits of recreation and leisure;
- identify various career opportunities within the field of recreation and leisure.



## Physical Fitness and Well-Being

### Overall Expectations

By the end of this course, students will:

- demonstrate an ability to help others develop and implement personal health-related fitness plans;
- demonstrate mentorship skills;
- demonstrate an ability to help others understand how physical activity, nutrition, and positive self-image contribute to well-being;
- apply safety procedures for injury prevention.

### Specific Expectations

#### *Health-related Fitness*

By the end of this course, students will:

- use appropriate appraisal tools to assess others' physical fitness;
- analyse the results of physical fitness appraisals (e.g., by using software for data interpretation);
- identify community organizations that carry out physical fitness appraisals;
- describe career opportunities in the field of physical fitness.

#### *Mentoring*

By the end of this course, students will:

- explain the attributes of an effective mentor;
- demonstrate an ability to support others in setting short- and long-term goals to maintain or improve their physical fitness;
- demonstrate an ability to support others in setting and following personal fitness plans.

#### *Nutrition and Well-Being*

By the end of this course, students will:

- use appropriate appraisal tools (e.g., a software program, Canada Food Guide) to assess the eating habits and patterns of others;

- demonstrate an ability to support others in making appropriate revisions to their plans for programs that promote healthy eating and physical activity;
- demonstrate an ability to support others in shifting from an emphasis on weight control to an emphasis on a healthy lifestyle;
- identify community resources and support services for healthy eating;
- describe career opportunities in the field of nutrition and well-being.

#### *Injury Prevention and First Aid*

By the end of this course, students will:

- demonstrate competence in specific skills (e.g., those acquired through CPR and first-aid training or aquatics certification) that can help others in emergency situations;
- describe safety regulations and procedures (e.g., procedures related to fire and injury) and protective devices (e.g., padding at the end of basketball courts, mouth guards) designed to ensure their own safety and that of others.

## Some Considerations for Program Planning in Health and Physical Education

Teachers who are planning a program in health and physical education must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. The areas of concern that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that have particular relevance for program planning in health and physical education are noted here.

***Education for Exceptional Students.*** The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs.

An Individual Education Plan (IEP) must be developed and maintained for each student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The IEP must outline, as appropriate, any modified or alternative curriculum expectations and any accommodations (i.e., the specialized support and services) that are required to meet the student's needs. The IEP must also identify the methods by which the student's progress will be reviewed. For exceptional students who are fourteen years of age or older and who are not identified solely as gifted, the IEP must contain a plan to help them make the transition to postsecondary education, apprenticeship programs, or the workplace, and to help them live as independently as possible in the community.

An IEP may be prepared for a student with special needs who is receiving special education programs and/or services but who has not been identified as exceptional by an IPRC.

Health and physical education provides exceptional students with opportunities to enhance their understanding of personal capabilities, challenges, and potential. Appropriate modifications can enhance their motor skills, motivate them to participate, improve their feelings of self-worth, and provide them with physical and therapeutic benefits. Participation in health and physical education also provides exceptional students with a unique opportunity to develop the skills, knowledge, and attitudes that promote lifelong, healthy active living.

When including exceptional students in activities, it is important to understand any limitations they may have, as well as any corresponding needs they may have for program adaptations and support services, as set out in their IEPs. Once these needs and limitations and all the attendant safety considerations have been identified and understood, adaptations to provide opportunities for students' successful participation in a range of activities (e.g., aquatics, games, dance, gymnastics, individual and team activities, outdoor pursuits) may be made.

In health and physical education, meeting the needs of exceptional students may involve making a variety of adaptations both to the program itself and to the learning environment. These adaptations should include:

- equipment adaptations that enable all students to perform to their full potential;
- program adaptations to promote integration and safety (e.g., altering the method of instruction, using alternative facilities, modifying the rules and guidelines of physical activities);
- assessment and evaluation strategies that accommodate a variety of learning styles and needs;
- strategies that allow as much student participation as possible in planning, instruction, assessment, and evaluation;
- extensive use of support personnel and resources (e.g., specialists in the exceptionality, physiotherapists and other personnel with expertise in adaptive activity programs, educational assistants, and peer helpers).

***The Role of Technology in the Curriculum.*** Technology will offer ways for students to monitor their own learning and become self-directed learners. For example, technology provides students with opportunities for personal health skills analysis and fitness assessment through the use of video techniques and electronic monitoring. In health and physical education, traditional media and emerging technologies (e.g., computerized ergometers, video disks, CD-ROMs, interactive television, and information on the Internet) will give students access to a comprehensive range of resources. The variety of multimedia resources will enhance opportunities for students to research, analyse, and communicate within the discipline and within real-life contexts.

***English As a Second Language and English Literacy Development (ESL/ELD).*** Health and physical education provides students with unique opportunities for fundamental language development and expression. It also minimizes language barriers by providing ESL students with opportunities to express themselves non-verbally in some activities through body movements. Adaptations to meet the needs of ESL students may emphasize visual learning to help them achieve the required expectations of the healthy living strand. Educators should provide learning opportunities that allow students to recognize and develop a sensitivity to cultural differences as they relate to health and physical education.

***Career Education.*** The active participation component of health and physical education provides an excellent vehicle for addressing the interpersonal and work-related skills required to succeed in a given career. Students will develop coping skills and feelings of personal accomplishment. Employability skills (e.g., problem solving, goal setting, the ability to project confidence) are addressed directly in this curriculum. The promotion of these skills is an integral part of every strand within the curriculum and will benefit graduates as they move into further education and/or the workplace.

***Cooperative Education and Other Workplace Experiences.*** The interpersonal, teamwork, and leadership skills that are emphasized in the health and physical education curriculum can enhance the success of students in work settings. Work experiences can introduce students to a number of careers and related job opportunities (e.g., athletic trainer, private recreation entrepreneur, recreation professional, activities director, health educator, sports writer, researcher, teacher, fitness trainer).

Potential partners in cooperative education include community agencies and private organizations that provide recreational services. Partnerships can facilitate students' commitment to lifelong physical activity and healthful practices. They can also encourage students to be aware of community agencies and approach them for service, research, and employment.

***Health and Safety.*** The creation of challenging and exciting learning environments in health and physical education must reflect a concern for safety, as physical activity always involves some element of risk. The primary responsibility for the care and safety of all students rests with the school board and its employees. School board policies and procedures are developed to help prevent or minimize the risk of injuries or accidents. Safe programming also requires safety awareness on the part of the teacher.

Planning for health and physical education activities should include safety considerations related to equipment, clothing, footwear, facilities, student abilities, special rules or instructions, and supervision. Students are expected to assume increasing responsibility for their own safety and the safety of others.

# The Achievement Chart for Health and Physical Education

The achievement chart that follows identifies four categories of knowledge and skills in health and physical education – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy and its implementation is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.)

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

The ministry is providing the following materials to school boards for distribution to teachers:

- standard provincial report card, with an accompanying guide
- instructional planning materials
- assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in health and physical education can be constructed by reading from top to bottom in the column of the achievement chart headed “70–79% (Level 3)”.

### Achievement Chart – Grades 11 and 12, Health and Physical Education

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge/ Understanding</b>	<b>The student:</b>			
– knowledge of facts and terms	– demonstrates limited knowledge of facts and terms	– demonstrates some knowledge of facts and terms	– demonstrates considerable knowledge of facts and terms	– demonstrates thorough knowledge of facts and terms
– understanding of concepts, principles, requirements, guidelines, and strategies	– demonstrates limited understanding of concepts, principles, requirements, guidelines, and strategies	– demonstrates some understanding of concepts, principles, requirements, guidelines, and strategies	– demonstrates considerable understanding of concepts, principles, requirements, guidelines, and strategies	– demonstrates thorough and insightful understanding of concepts, principles, requirements, guidelines, and strategies
– understanding of relationships among concepts	– demonstrates limited understanding of relationships among concepts	– demonstrates some understanding of relationships among concepts	– demonstrates considerable understanding of relationships among concepts	– demonstrates thorough and insightful understanding of relationships among concepts
<b>Thinking/Inquiry</b>	<b>The student:</b>			
– thinking skills	– uses thinking skills with limited effectiveness	– uses thinking skills with moderate effectiveness	– uses thinking skills with considerable effectiveness	– uses thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions, planning, selecting strategies and resources, analysing and interpreting information, forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process
<b>Communication</b>	<b>The student:</b>			
– communication of information and ideas	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity and with confidence
– communication for different audiences and purposes	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication (e.g., interview, short report)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Application</b>	<b>The student:</b>			
– active participation	– seldom participates actively	– sometimes participates actively	– regularly participates actively	– always or almost always participates actively
– personal physical fitness	– maintains a limited level of personal physical fitness	– maintains a moderate level of personal physical fitness	– maintains a considerable level of personal physical fitness	– maintains a high level of personal physical fitness
– safe use of procedures, equipment, and technology	– uses procedures, equipment, and technology safely and correctly only with supervision	– uses procedures, equipment, and technology safely and correctly with some supervision	– uses procedures, equipment, and technology safely and correctly	– demonstrates and promotes the safe and correct use of procedures, equipment, and technology
– movement skills	– performs movement skills with limited competence	– performs movement skills with moderate competence	– performs movement skills with considerable competence	– performs movement skills with a high degree of competence
– application of behaviour, strategies, and tactics that enhance participation and personal success in sports and recreational activities	– seldom demonstrates appropriate behaviour, strategies, and tactics	– sometimes demonstrates appropriate behaviour, strategies, and tactics	– regularly demonstrates appropriate behaviour, strategies, and tactics	– always or almost always demonstrates appropriate behaviour, strategies, and tactics
– leadership skills	– demonstrates minimally effective leadership skills	– demonstrates somewhat effective leadership skills	– demonstrates effective leadership skills	– demonstrates highly effective leadership skills
– living skills (e.g., decision-making, conflict-resolution, assertiveness, and social skills) related to healthy living	– seldom demonstrates appropriate living skills related to healthy living	– sometimes demonstrates appropriate living skills related to healthy living	– frequently demonstrates appropriate living skills related to healthy living	– routinely demonstrates appropriate living skills related to healthy living
– making connections (e.g., between personal experiences and the subject, among subjects, between the subject and the world outside the school)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

*Note:* A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.



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