Junior Health & Physical Education (Grade 4 to Grade 6)  
Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a search strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade 4 (ages 9-10)

A Active Living

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
   A1.1 actively participate in a wide variety of program activities (e.g., lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
   A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
   A1.3 identify factors that motivate participation in physical activity every day at school, at home, or in their communities

A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
   A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
   A2.2 identify how different physical activities affect the body and contribute to physical fitness and good health
   A2.3 assess their level of exertion during physical activity, using simple self-assessment techniques, and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities
A2.4 develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity

A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
A3.2 describe common precautions for preventing accidents and injuries while participating in different types of physical activity

B Movement Competence: skills, concepts, and strategies

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
B1.1 perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment
B1.2 demonstrate the ability to jump and land, in control, from a low height
B1.3 perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions
B1.4 send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement
B1.5 retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment

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
B2.1 demonstrate an understanding of the basic components of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities
B2.2 identify common features of specific categories of physical activities, and identify common strategies and tactics that they found effective while participating
in a variety of physical activities in different categories
B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

C Health Living

C1. demonstrate an understanding of factors that contribute to healthy development
C1.1 identify the key nutrients (e.g., fat, carbohydrates, protein, vitamins, minerals) provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance
C1.2 identify risks associated with communications technology (e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging), and describe precautions and strategies for using these technologies safely
C1.3 describe various types of bullying and abuse, including bullying using technology (e.g., via e-mail, text messaging, chat rooms, websites), and identify appropriate ways of responding
C1.4 identify substances found in tobacco products and smoke, and describe their effects on health
C1.5 describe the physical changes that occur in males and females at puberty (e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes) and the emotional and social impacts that may result from these changes

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
C2.1 analyse personal food selections through self-monitoring over time, using the criteria in Canada’s Food Guide e.g., and develop a simple healthy-eating goal appropriate to their age and activity level
C2.2 apply a decision-making process to assess risks and make safe decisions in a variety of situations
C2.3 demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes
C2.4 demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty
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

C3.1 identify ways of promoting healthier food choices in a variety of settings and situations

C3.2 describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them
Grade 5 (ages 10-11)

A Active Living

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
A1.1 actively participate in a wide variety of program activities (e.g., lead-up games, recreational activities, fitness and endurance activities, dance), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
A1.3 identify factors that can either motivate or make it difficult for people to be physically active every day, and describe ways of overcoming obstacles to staying active

A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
A2.2 identify the components of health-related fitness and the benefits associated with developing and maintaining each of them
A2.3 assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time
A2.4 develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests

A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
A3.2 demonstrate an understanding of proactive measures that should be taken to
minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities

B Movement Competence: skills, concepts, and strategies

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
B1.1 perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment
B1.2 demonstrate the ability to jump in control for height or distance, using a variety of body actions
B1.3 explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways
B1.4 send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement
B1.5 retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment

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
B2.1 demonstrate an understanding of the components of physical activities, and apply this understanding as they participate in a variety of physical activities
B2.2 describe common features of specific categories of physical activities, and describe strategies that they found effective while participating in a variety of physical activities in different categories
B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

C Healthy Living

C1. demonstrate an understanding of factors that contribute to healthy development
C1.1 identify people (e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders) and supportive services (e.g., help
lines, 9-1-1, Telehealth, public health units, student services) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations C1.2 describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication C1.3 identify the parts of the reproductive system, and describe how the body changes during puberty C1.4 describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall 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 C2.1 explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices C2.2 demonstrate the ability to deal with threatening situations by applying appropriate living skills and safety strategies C2.3 demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction C2.4 describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional 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 C3.1 describe how advertising and media influences affect food choices, and explain how these influences can be evaluated to make healthier choices C3.2 explain how a person’s actions, either in person or online, can affect their own and others’ feelings, self-concept, emotional well-being, and reputation C3.3 identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person’s decision to drink alcohol at different points in his or her life
Grade 6 (ages 11-12)

A Active Living

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
A1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
A1.3 describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities

A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day
A2.2 explain how participation in physical activities affects personal health-related fitness
A2.3 assess their level of health-related fitness as they participate in various physical activities, and monitor changes in their physical fitness over time
A2.4 develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals

A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
A3.2 describe appropriate methods for treating minor injuries that may occur while participating in physical activity
B Movement Competence: Skills, concepts, and strategies

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
B1.1 perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance
B1.2 perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment
B1.3 send and receive a variety of objects, adjusting for speed and distance, while applying basic principles of movement
B1.4 retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment

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
B2.1 demonstrate an understanding of the basic components of physical activities, and apply this understanding as they participate in a variety of physical activities
B2.2 describe common features of specific categories of physical activities, and describe strategies that they found effective while participating in a variety of physical activities in different categories
B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

C Healthy Living

C1. demonstrate an understanding of factors that contribute to healthy development
C1.1 describe the range of effects associated with using cannabis and other illicit drugs and intoxicating substances
C1.2 identify people and community resources that can provide support when dealing with choices or situations involving substance use and addictive behaviours
C1.3 identify factors that affect the development of a person’s self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender
identity, support, body image, mental health and emotional well-being, physical abilities)

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

C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating
C2.2 apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink to develop personal guidelines for healthier eating
C2.3 apply personal skills and interpersonal skills to promote positive interaction and avoid or manage conflict in social situations
C2.4 use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis
C2.5 describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes)
C2.6 make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills

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

C3.1 explain how healthy eating and active living work together to improve a person’s general health and well-being and how the benefits of both can be promoted to others
C3.2 recognize the responsibilities and risks associated with caring for themselves and others, and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations
C3.3 assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression,
race, ethnicity or culture, mental health, and abilities, on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes.