Intermediate Health & Physical Education (Grade 7 to Grade 10)

Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a research 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 7 (ages 12-13)

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 (e.g., individual activities, small- and large-group activities, movement and rhythmic activities, dance, outdoor pursuits), while applying behaviours that enhance their readiness and ability to take part in all aspects of the program
   A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments
   A1.3 demonstrate an understanding of the factors that motivate or impede participation in physical activity every day

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 factors that can affect health-related fitness, and describe how training principles can be applied to develop fitness
   A2.3 assess their level of health-related fitness during various physical activities and monitor changes in fitness levels over time
A2.4 develop, implement, and revise a personal plan to meet short-term, health-related 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 in a variety of physical activity settings
A3.2 demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors

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 and rotations, 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, with and without equipment, while responding to a variety of external stimuli
B1.3 send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement
B1.4 demonstrate an understanding of the phases of movement and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities

B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities
B2.1 demonstrate an understanding of the components of a range of physical activities, and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments
B2.2 describe and compare different 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 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 benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies and identify protective responses
C1.2 demonstrate an understanding of linkages between mental health problems and problematic substance use, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviours
C1.3 explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in the relationship
C1.4 identify common sexually transmitted infections (STIs), and describe their symptoms
C1.5 identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active

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 demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders
C2.2 assess the impact of different types of bullying or harassment, including the harassment and coercion that can occur with behaviours such as sexting, on themselves and others, and identify ways of preventing or resolving such incidents
C2.3 explain how preoccupation with body image or athletic performance can contribute to substance abuse (e.g., misuse of supplements, vitamins, diuretics, diet pills, laxatives, steroids, or performance-enhancing drugs), and demonstrate the ability to make informed choices about caring for their bodies
C2.4 demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health

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 demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines (e.g., personal: likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; external: family budget, cost of foods, type of food available at home, at school, or in the community), and identify ways of encouraging healthier eating practices

C3.2 analyse the personal and societal implications of issues related to substance use and addictive behaviours

C3.3 explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty
A Active Living

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage participation in physical activity
A1.1 actively participate according to their capabilities in a wide variety of program activities
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a diverse range of physical activities in an variety of indoor and outdoor environments
A1.3 demonstrate an understanding of factors that motivate personal participation in physical activities every day to be physically 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 recognize the difference between health-related components of personal fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and skill-related components (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use training principles to enhance both components
A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time
A2.4 develop, implement, and revise a personal plan to meet short- and long-term health-related fitness and physical activity 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 in a variety of physical activity settings

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 and rotations, 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, with and without equipment, while responding to a variety of external stimuli
B1.3 use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement
B1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through) and apply this understanding to the refinement of movement skills in a variety of physical activities

B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities
B2.1 demonstrate an understanding of the components of a range 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 in indoor and outdoor environments
B2.2 demonstrate an understanding of how movement skills, concepts, and strategies are transferable across different physical activities within various categories, and identify skills, concepts, and 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 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 demonstrate an understanding of different types of nutrients (e.g., macronutrients and micronutrients) and their functions
C1.2 identify situations that could lead to injury or death and describe behaviours that can help to reduce risk
C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours and the consequences that can occur
C1.4 identify and explain factors that can affect an individual’s decisions about
sexual activity and identify sources of support regarding sexual health
C1.5 demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept

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 evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients, preparation method, and other factors that can affect health and well-being
C2.2 demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning that involve potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations
C2.3 explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health
C2.4 demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity

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 strategies for promoting healthy eating within the school, home, and community
C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence
C3.3 analyse the attractions and benefits associated with being in a relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy
Grade 9 (ages 14-15)

A Active Living

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives
A1.1 actively participate in all aspects of the program choosing from a wide and varied range of activities
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and identify challenges and barriers to regular physical activity and actions they can take to overcome these
A1.3 demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical 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 participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes
A2.2 describe the short-term and long-term benefits of developing both health-related fitness (i.e., cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, and body composition) and skill-related fitness (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use basic training principles to enhance both types of fitness
A2.3 assess their level of health-related fitness during various physical activities, and monitor changes in their health-related fitness over time
A2.4 develop, implement, and revise a personal fitness plan

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
A3.2 demonstrate an understanding of how to deal with emergency situations related to physical activities
A3.3 demonstrate an understanding of cardiopulmonary resuscitation (CPR) techniques and when and how to use them

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 stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli
B1.2 perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli
B1.3 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to refine skills as they participate in a variety of physical activities
B1.4 apply appropriate movement principles* in order to refine skills in a variety of physical activities

B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities
B2.1 demonstrate an understanding of the components of a range of physical activities, and apply this understanding as they participate in a wide variety of physical activities in a range of indoor and outdoor environments
B2.2 apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities
B2.3 demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities

C Healthy Living

C1. demonstrate an understanding of factors that contribute to healthy development
C1.1 explain how active living and healthy eating contribute to a person’s physical health and mental, emotional, and spiritual well-being, and describe the benefits of
a holistic approach to health
C1.2 demonstrate an understanding of the benefits and risks of using electronic communication technologies
C1.3 demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions
C1.4 describe the relative effectiveness of various methods of preventing unintended pregnancy or sexually transmitted infections (STIs), including HIV/AIDS
C1.5 demonstrate an understanding of factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness) that can influence a person’s understanding of their gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex) and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify sources of support for all students

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 basic nutrition principles and healthy eating practices (e.g., relating food intake to activity level, ensuring their diet includes foods from all food groups in Canada’s Food Guide, using healthy preparation methods) to develop a healthy eating plan
C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships
C2.3 apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality

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 analyse the influence of social and environmental factors on food and beverage choices
C3.2 identify warning signs and symptoms that could be related to mental health concerns, and describe a variety of strategies for coping with or responding to
mental health concerns affecting oneself or others
C3.3 describe skills and strategies that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment
C3.4 describe social factors that may influence substance use or behaviours leading to addictions and explain how decision-making and communication skills can be used to respond effectively to these influences
Grade 10 (ages 15-16)

Living Skills

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives
A1.1 actively participate in all aspects of the program
A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active and that can support their participation in physical activity throughout their lives and explain what actions they can take to overcome challenges and barriers to regular physical activity
A1.3 demonstrate positive social behaviours and adherence to ethical and fair play standards that contribute to creating a rewarding and enjoyable environment for participation in physical 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 participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes
A2.2 describe factors that affect personal physical fitness (e.g., eating habits; heredity; social, economic, and cultural influences; maturation; physical challenges; effectiveness of training routines and adherence to training principles, such as overload, individuality, and specificity), and explain the benefits of developing fitness as part of an overall healthy active way of life
A2.3 assess their level of health-related fitness during various physical activities, and monitor changes in their health-related fitness over time
A2.4 develop, implement, and revise a personal fitness plan

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
A3.2 identify resources that can be of assistance in emergency situations related to 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 stability and locomotor skills in combination in a variety of physical activities while responding to external stimuli
B1.2 perform locomotor and manipulation skills in combination in a variety of physical activities while responding to external stimuli
B1.3 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to refine skills as they participate in a variety of physical activities
B1.4 apply appropriate movement principles* in order to refine skills in a variety of physical activities

B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities
B2.1 demonstrate an understanding of the components of a range of physical activities and apply this understanding as they participate in a wide variety of physical activities, in a range of indoor and outdoor environment
B2.2 apply analytical and problem-solving skills to identify and implement tactical solutions that will increase their chances of success as they participate in a variety of physical activities
B2.3 demonstrate an understanding, through participation and discovery, of how developing their ability to apply movement skills, concepts, and strategies in various physical activities affects their competence, confidence, and desire to participate in these and other physical activities

C Healthy Living

C1. demonstrate an understanding of factors that contribute to healthy development
C1.1 demonstrate an understanding of factors that enhance mental health and emotional and spiritual well-being
C1.2 demonstrate an understanding of the impact of substance use and addictive behaviours on all aspects (e.g., physical, emotional, cognitive, spiritual, social, economic) of a person’s health and well-being
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 their knowledge of physical and emotional factors that influence personal eating habits can be applied to making healthy eating choices
C2.2 assess the nutritional implications of a variety of dietary choices, including those reflecting current dietary trends, and explain how they can make personal choices that will provide the nutritional requirements for a healthy, active life
C2.3 demonstrate the ability to analyse situations involving conflict within oneself (e.g., moral and ethical struggles, decision-making problems) or conflict with others (e.g., arguments, fights) and apply appropriate conflict resolution strategies
C2.4 demonstrate the ability to apply adaptive, coping, and management skills to respond to challenging situations involving substance use, addictions, and related behaviours
C2.5 describe factors that influence sexual decision making (e.g., personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others, peer and family expectations, having physical and emotional desires, media messages, myths and norms related to sexual activity or safer sex practices, participation in activities such as substance use that impair judgement), and demonstrate an understanding of how to use decision-making and communication skills effectively to support choices related to responsible and healthy sexuality

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 demonstrate an understanding of how they, as consumers, can have an impact on food and beverage choices at school and in the community
C3.2 demonstrate an understanding of health and safety risks in their physical and personal environment, and describe practices and behaviours that can be promoted to minimize the exposure of themselves and others to these risks
C3.3 identify public issues related to various addictions (e.g., alcohol, drugs, gambling, tobacco), and analyse their impacts and the connections between these impacts locally, nationally, and internationally
C3.4 describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to
critically and fairly
C3.5 explain how being in an exclusive relationship with another person affects them and their relations with others