



## CORRELATION CHART

between *Health and Wellness*, Grade 4 and  
The 2010 Ontario Health Curriculum



### LIVING SKILLS

#### OVERALL EXPECTATIONS

		By the end of Grade 4, students will:	Pages
	1	demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.	
<b>SPECIFIC EXPECTATIONS</b>			

#### 1. Living Skills

		By the end of Grade 4, students will:	Pages
		<b>Personal Skills (PS)*</b>	
	1.1	use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	pg.4-9,10-21,24,25,32-39,50
	1.2	use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	pg.4-9,15,16-21,50-61

		<b>Interpersonal Skills (IS)*</b>	
	1.3	communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	pg. 16-21,42-49,74-77,
	1.4	apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members	pg.68-74,168-175
		<b>Critical and Creative Thinking (CT)*</b>	
	1.5	use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	pg.13,16-21,22-25,54,55,117,133,201,215

## A. ACTIVE LIVING

### OVERALL EXPECTATIONS

		By the end of Grade 4, students will:	Pages
	A1.	participate actively and regularly in a wide variety of physical activities, and demonstrate and understanding of factors that encourage lifelong participation in physical activity;	pg.32-41,61,148-159
	A2.	demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;	pg.32-41,50-57,148-159
	A3.	demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.	pg.50-57,178-183,184-201,202-209

### SPECIFIC EXPECTATIONS

#### A1. Active Participation

		By the end of Grade 4, students will:	Pages
	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 [PS, IS]	pg 5-9,22-31,50-57,72-73,148-159
	A1.3	identify factors that motivate participation in physical activity every day at school, at home, or in their communities [CT]	pg. 148-159

#### A2. Physical Fitness

		By the end of Grade 4, students will:	Pages
	A2.1	<b>Daily physical activity (DPA):</b> 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[PS]	
	A2.2	identify how different physical activities affect the body and contribute to physical fitness and good health [CT]	
	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 [PS, CT]	
	A2.4	develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity [PS, CT]	
<b>A3. Safety</b>			
		By the end of Grade 4, students will:	Pages
	A3.1	demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity [PS, IS]	pg 170,218
	A3.2	describe common precautions for preventing accidents and injuries while participating in different types of physical activity [PS, CT]	pg.148-159
<b>B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</b>			
<b>OVERALL EXPECTATIONS</b>			
		By the end of Grade 4, students will:	Pages
	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;	pg.150,152,157

	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.	pg.91,104,148-159
		<b>SPECIFIC EXPECTATIONS</b>	
<b>B1. Movement Skills and Concepts</b>			
		By the end of Grade 4, students will:	Pages
	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 [PS]	pg.150-159,179,237
	B1.2	demonstrate the ability to jump and land, in control, from a low height[PS]	pg.152
	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 [PS, IS]	pg.156,157,159
	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 [PS, IS]	pg.150,152,179,237
	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[PS, IS]	pg.150-152,159,179,237
<b>B2. Movement Strategies</b>			
		By the end of Grade 4, students will:	Pages
	B2.1	demonstrate an understanding of the basic components of physical activities [IS, CT]	pg.150-153
	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 [CT]	pg.142-143,148-159
	B2.3	apply a variety of tactical solutions to increase their chances of success as they participate in physical activities [IS, CT]	pg30,104.142-143,149,168-175,179

# C. HEALTHY LIVING

## Healthy Living Learning Summary for Grade 4: Key Topics\*

Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating	C1.1 Nutrients	C2.1 Food choices – healthy-eating goals [CT]	C3.1 Food choices in various settings [CT]
Personal Safety and Injury Prevention	C1.2 Safe use of technology [IS] C1.3 Bullying and abuse [IS]	C2.2 Decision making – assessing risk [CT]	
Substance Use, Addictions, and Related Behaviours	C1.4 Tobacco	C2.3 Decisions about smoking [CT]	C3.2 Short- and long-term effects of smoke
Human Development and Sexual Health	C1.5 Puberty – changes; emotional, social impact [PS]	C2.4 Puberty – personal hygiene and care [PS]	

## OVERALL EXPECTATIONS

	By the end of Grade 4, students will:	Pages
C1	demonstrate an understanding of factors that contribute to healthy development;	61,67,87,93
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;	61,67,87,93,99,111,117,159,165,166

	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.	117,118,123,147,171,000,000
<b>SPECIFIC EXPECTATIONS</b>			
<b>C1. Understanding Health Concepts</b>			
		By the end of Grade 4, students will:	Pages
		<b>Healthy Eating</b>	
	C1.1	identify the key nutrients provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance	96-104,108-119
		<b>Personal Safety and Injury Prevention</b>	
	C1.2	identify risks associated with communications technology, and describe precautions and strategies for using these technologies safely [IS]	212-224,229,,247,253
	C1.3	describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding [IS]	74-79,212-215,220-223
		<b>Substance Use, Addictions, and Related Behaviours</b>	
	C1.4	identify substances found in tobacco products and smoke, and describe their effects on health	6,91,160-167,
		<b>Human Development and Sexual Health</b>	
	C1.5	describe the physical changes that occur in males and females at puberty and the emotional and social impacts that may result from these changes [PS]	5-9,89-95
<b>C2. Making Healthy Choices</b>			
		By the end of Grade 4, students will:	Pages
		<b>Healthy Eating</b>	
	C2.1	analyse personal food selections through self-monitoring over time, using the criteria in Canada's Food Guide, and develop a simple healthy-eating goal appropriate to their age and activity level [CT]	80,96-119,124-128,212-215
		<b>Personal Safety and Injury Prevention</b>	

	C2.2	apply a decision-making process to assess risks and make safe decisions in a variety of situations [CT]	16-21,93,95,111,118-120,168-175,176-209,223
		<b>Substance Use, Addictions, and Related Behaviours</b>	
	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 [CT]	160-167
		<b>Human Development and Sexual Health</b>	
	C2.4	demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty [PS]	5,104,128-147
<b>C3. Making Connections for Healthy Living</b>			
		By the end of Grade 4, students will:	Pages
		<b>Healthy Eating</b>	
	C3.1	identify ways of promoting healthier food choices in a variety of settings and situations [CT]	102-107,110-116,160,162,164
		<b>Substance Use, Addictions, and Related Behaviours</b>	
	C3.2	describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them	91,160,162,164