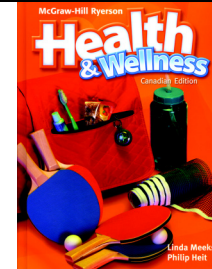




**McGraw-Hill  
Ryerson**

# CORRELATION CHART

between *Health and Wellness*, Grade 5 and  
The 2010 Ontario Health Curriculum



## LIVING SKILLS

### OVERALL EXPECTATIONS

	By the end of Grade 5, 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 5, 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	12-15,20-22,24,28-33,34-43,67,99,211

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	20-26,34-43,77
<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	52,53,54,56,60,
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	24,46-63,74-79,80,149,152-153
<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	13,14,29,61,76,81,83,92,181,199,235
<b>A. ACTIVE LIVING</b>		
<b>OVERALL EXPECTATIONS</b>		
	By the end of Grade 5, 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;	94,132,135-138,140-147,
A2	demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;	5,94,135-138,140-147
A3	demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.	6,29,149,150,151,161,164-165
<b>SPECIFIC EXPECTATIONS</b>		
<b>A1. Active Participation</b>		
	By the end of Grade 5, 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]	6,7,12-14,94,132,136-138
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 [PS]	7,14,67,99,132-138,211,
A1.3	identify factors that motivate participation in physical activity every day at school, at home, or in their communities [CT]	13,14,27,37,94,106,127,132,135,
<b>A2. Physical Fitness</b>		
	By the end of Grade 5, 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]	140,144-147,150
A2.2	identify the components of health-related fitness and the benefits associated with developing and maintaining each of them [CT]	4-30,67,99,134-139,211
A2.3	assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time	134-143,144-147,
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 [PS, CT]	10-15,77,134-147,165,195,255
<b>A3. Safety</b>		
	By the end of Grade 5, students will:	Pages
A3.1	demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity [PS, IS]	6,148-157,161
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	158-171,174-177,180,181,190,191

## B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

<b>OVERALL EXPECTATIONS</b>		
	By the end of Grade 5, students will:	Pages
<b>B1.</b>	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;	135-,138,140-147
<b>B2.</b>	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.	5,13,27,42,106,140
<b>SPECIFIC EXPECTATIONS</b>		
<b>B1. Movement Skills and Concepts</b>		
	By the end of Grade 5, students will:	Pages
<b>B1.1</b>	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 [PS]	N/A
<b>B1.2</b>	demonstrate the ability to jump and land, in control, for height or distance, using a variety of body actions[PS]	N/A
<b>B1.3</b>	explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways	N/A
<b>B1.4</b>	send and receive objects with and without equipment in a variety of situations hapes and sizes at different levels and speeds, using different body parts and equipment, adjusting for speed, while applying basic principles of movement	N/A
<b>B1.5</b>	retain objects with and without equipment in a variety of situations , while moving in different pathways around others and equipment[PS, IS]	N/A
<b>B2. Movement Strategies</b>		
	By the end of Grade 5, students will:	Pages
<b>B2.1</b>	demonstrate an understanding of the basic components of physical activities [IS, CT]	13,27,94,135-138,140-147
<b>B2.2</b>	identify 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 [CT]	135-138,140-147

B2.3	apply a variety of tactical solutions to increase their chances of success as they participate in physical activities [IS, CT]	134-139,140-147,157
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## 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		C2.1 Nutrition Facts tables, food labels	C3.1 Media influences - food choices
Personal Safety and Injury Prevention	C1.1 Supports - injury prevention, emergencies, bullying, violence	C2.2 Strategies - threats to personal safety	C3.2 Actions, self-concept
Substance Use, Addictions, and Related Behaviours	C1.2 Short- and long-term effects of alcohol use	C2.3 Refusal skills = alcohol use and other behaviours	C3.2 Decision to drink alcohol, influences
Human Development and Sexual Health	C1.3 Reproductive system C1.4 Menstruation, spermatogenesis	C2.4 Emotional, interpersonal stresses- puberty	

<b>OVERALL EXPECTATIONS</b>		
	By the end of Grade 5, students will:	Pages
<b>C1</b>	demonstrate an understanding of factors that contribute to healthy development;	14,30,102-119,132-139
<b>C2</b>	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;	94-113,116,117,121-127,138-147
<b>C3</b>	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.	13,66,112-117,119,154-157,170,171,176-178,232-239
<b>SPECIFIC EXPECTATIONS</b>		
<b>C1. Understanding Health Concepts</b>		
	By the end of Grade 5, students will:	Pages
	<b>Personal Safety and Injury Prevention</b>	
<b>C1.1</b>	identify people and supportive services that can assist with injury prevention, emergencies, bullying, and abusive and violent situations	13,39,75,144,154,155,161,163,173-191
	<b>Substance Use, Addictions, and Related Behaviours</b>	
<b>C1.2</b>	describe the short-and long-term effects of alcohol use, and identify factors that can affect intoxication	200-205
	<b>Human Development and Sexual Health</b>	
<b>C1.3</b>	identify the parts of the reproductive system, and describe how the body changes during puberty	92,219
<b>C1.4</b>	describe the processes of menstruation and spermatogenesis, and explain how these process relate to reproduction	N/A *****

<b>C2. Making Healthy Choices</b>		
	By the end of Grade 5, students will:	Pages
	<b>Healthy Eating</b>	
C2.1	explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices	73,94,109-111,115-117,123,133,177,241
	<b>Personal Safety and Injury Prevention</b>	
C2.2	demonstrate the ability to deal with threatening situations by applying appropriate living skills	173-177,180-181,184-191,226-229
	<b>Substance Use, Addictions, and Related Behaviours</b>	
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	198,204,205,210,211-219,226-229
	<b>Human Development and Sexual Health</b>	
C2.4	describe emotional and interpersonal stresses related to puberty and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being	5,14,26,27,30,31,36,3756,57,,66,67,92,
<b>C3. Making Connections for Healthy Living</b>		
	By the end of Grade 5, students will:	Pages
	<b>Healthy Eating</b>	
C3.1	describe how advertising and media influences affect food choices and explain how these influences can be evaluated to make healthier choices	30,67,99,211,232-249
	<b>Personal Safety and Injury Prevention</b>	
C3.2	explain how a person's actions can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others	23-25,31,57,135,202-203,222,
	<b>Substance Use, Addictions, and Related Behaviours</b>	
C3.3	identify personal and social factors that can affect a person's decision to drink alcohol at different points in his or her life	13,27,30-33,66,139,202,203,211,226