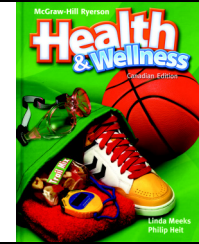




**McGraw-Hill
Ryerson**

CORRELATION CHART

between *Health and Wellness*, Grade 6 and
The 2010 Ontario Health Curriculum



LIVING SKILLS

OVERALL EXPECTATIONS

	By the end of Grade 6, 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.	
SPECIFIC EXPECTATIONS		

1. Living Skills

	By the end of Grade 6, students will:	Pages
	Personal Skills (PS)*	
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	11,13,16, 26,27,34-39,92-103,105-111

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	34-39,105-111
	Interpersonal Skills (IS)*	
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	40-49
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	55-63,97
	Critical and Creative Thinking (CT)*	
1.5	use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	13,16,17,19-23,26,27,30,31,38,45,59,60-63,200-201,211,221,229
A. ACTIVE LIVING		
OVERALL EXPECTATIONS		
	By the end of Grade 6, 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;	10, 96-109
A2.	demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;	89,100,101
A3.	demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.	21,104-109,246
	SPECIFIC EXPECTATIONS	
A.1 Active Participation		
	By the end of Grade 6, 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	6,7,69,77, 89,96-109, 244
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	94,95,111,280-285
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	97,111,102,103
A2. Physical Fitness		
	By the end of Grade 6, students will:	Pages
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[PS]	
A2.2	explain how participation in physical activities affects personal health-related fitness	96, 97,98,99,102,
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	98,99,100-103
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	66-77,84,85,102,103
A3. Safety		
	By the end of Grade 6, students will:	Pages
A3.1	demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity	21,104-109,146-151,
A3.2	describe appropriate methods for treating minor injuries that may occur while participating in physical activity	105-108
B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES		
OVERALL EXPECTATIONS		

	By the end of Grade 6, 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;	111,155 ????
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.	98,99,101-103,107,155
SPECIFIC EXPECTATIONS		
B1. Movement Skills and Concepts		
	By the end of Grade 6, students will:	Pages
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. Movement Strategies		
	By the end of Grade 6, students will:	Pages
B2.1	demonstrate an understanding of the basic components of physical activities	96-103
B2.2	describe common features of specific categories of physical activities	100-102
B2.3	apply a variety of tactical solutions to increase their chances of success as they participate in physical activities	77,88-90,94,95,100-103,105-107

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 Influences on healthy eating C2.2 Eating cues and guidelines	C3.1 Benefits of healthy eating/active living
Personal Safety and Injury Prevention		C2.3 Safe and positive interaction, conflict management	C3.2 Responsibilities, risks - care for self and others, safety practices
Substance Use, Addictions, and Related Behaviours	c1.1 Effects of cannabis, illicit drugs C1.2 Supports - substance use, addictive behaviours	C2.4 Strategies, safe choices, influences, tobacco, alcohol, cannabis	
Human Development and Sexual Health	c1.3 Development of self-concept	C2.5 Understanding of puberty changes, healthy relationships. C2.6 Decision-making in relationships	C3.3 Stereotypes and assumptions -mpacts and strategies for responding

OVERALL EXPECTATIONS

	By the end of Grade 6, students will:	Pages
C1	demonstrate an understanding of factors that contribute to healthy development;	7,13,20,27,39,45,46,49,51,61,74,76,84,89,95,103,107,117,125,141,150,157,161,174,190,200,205,224,229,250,261,271,278,279

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;	7,9, 13,16-21,27,31,39,45-47,61,72,73,76,81,84,85,89,95,100-103,107
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.	45-47,54-63,138-141,146-152,157,161,163,174,177,179,183,188-193,196-201,220-221,245,250,251,257,260,261,269,270,271,279
SPECIFIC EXPECTATIONS		
C1. Understanding Health Concepts		
	By the end of Grade 6, students will:	Pages
	Substance Use, Addictions, and Related Behaviours	
C1.1	describe the range of effects associated with using cannabis and other illicit drugs	174,175,198,199, 202-211,
C1.2	identify people and community resources that can provide support when dealing with choices or situations involving substance use and addictive behaviours	15, 52,150,151,180,181,183,
	Human Development and Sexual Health	
C1.3	identify factors that affect the development of a person's self-concept	11-13,16,17,87,94,97,178,255
C2. Making Healthy Choices		
	By the end of Grade 6, students will:	Pages
	Healthy Eating	
C2.1	apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices	16,17, 70,71,73,76,78,84,89,95,103,214-231,
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 guidelines for healthier eating	80,81,85,88-91,93-95
	Personal Safety and Injury Prevention	
C2.3	apply personal skills and interpersonal skills to promote positive interaction and avoid or manage conflict in social situations	38,39,244-245,252-257,
	Substance Use, Addictions, and Related Behaviours	

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	174,175,179,182,183,190-193,200,201,211
	Human Development and Sexual Health	
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	35-39, 94,243, 244,254,255,
C2.6	make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills	14, 34-39,55-,59,60,61,91,93,94,102,103,244
C3. Making Connections for Healthy Living		
	By the end of Grade 6, students will:	Pages
	Healthy Eating	
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	26, 66-77
	Personal Safety and Injury Prevention	
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	104-109,147-151,154-157,161-163
	Human Development and Sexual Health	
C3.3	assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, 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	55-62,243-245,252-257,