Introduction to Kinesiology, Grade 12, University Preparation (PSK4U)

2025-2026 Course Outline
Developed by VirtualHighSchool.com Inc
Revised by Shaun Quinn: April 2025
Developed from *The Ontario Curriculum,* Healthy Active Living Education *Grade 9 to 12 (revised)*, published 2015

Credit Value: 1.0

Prerequisite Course: Any Grade 11 university (U) or university/college (M) preparation course in science, or any Grade 11 or 12 course in health and physical education.

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Course Description

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Course Value: 1.0 Credits

Prerequisite Courses: Any Grade 11 university (U) or university/college (M) preparation course in science, or any Grade 11 or 12 course in health and physical education.

Overall Expectations of the Course

A. PHYSICAL ACTIVITY AND SPORT IN SOCIETY

- A1. demonstrate an understanding of how the social and cultural significance of physical activity and sport has evolved historically, and analyse current social issues relating to physical activity and sport;
- A2. demonstrate an understanding of the individual and social benefits of participation in physical activity and sport and the factors that enable and constrain participation.

B. THE BASIS OF MOVEMENT

- B1. describe the structure and function of major body systems involved in human movement, and demonstrate an understanding of related anatomical and physiological concepts and theories;
- B2. demonstrate an understanding of and assess factors that affect performance during human movement.

C. BIOMECHANICS AND MOTOR DEVELOPMENT

- C1. demonstrate an understanding of the phases of movement and of physical laws and biomechanical principles related to improving movement;
- C2. demonstrate an understanding of human growth and motor development, and apply it to the design of age-appropriate movement activities and to the enhancement of movement skills.

COURSE OUTLINE

Unit Number	Unit Name	Topics Covered	Instructional Hours	Overall Curriculum Expectations
1	**Body in Motion**	This unit will provide students with the vocabulary and knowledge of the human body necessary to describe human movement in scientific terms. Students will investigate the musculoskeletal system and the interactions of the skeleton, muscles, and joints that allow the human body to move the way it does. They will also learn of the energy needed to execute muscle contractions and the sources of energy. The importance of biomechanical principles and how they apply to the world of sports will be explored.	28	B1, B2 C1, C2
2	**Human Performance**	This unit will introduce students to the importance of proper nutrition and the effects of performance enhancing substances on human performance. Students will also investigate the factors that affect performance during physical activity.	28	B1, B2 C1, C2
3	**Motor Development**	This unit will provide students with an understanding of the major areas of growth and development: physical development, motor development, and cognitive development. Factors that affect growth and development, including gender and individual differences, will be explored. Students will also study the necessity of physical activity for optimal growth and development.	28	B1, B2 C1, C2
4	**Physical Activity and Sport in Society**	This unit will provide students with brief biographies of some influential athletes through time, all of whom have broken many social and cultural barriers, shaping sport and society to become what it is today. The relationship between business and sport along with issues related to commercial sponsorships will be explored. Students will also learn of career opportunities in fields related to physical activity and sports.	26	A1, A2
	Total Hours		110	

TEACHING/LEARNING STRATEGIES

Effective Lesson Design in All Subjects of the Ontario Curriculum

When designing lessons, effective teachers consider what they want students to learn, how they will know if students are learning, and how they will respond to students who are not making progress. As they determine what students will learn, teachers identify the broad ideas associated with the overall expectations, consider the context and the vehicle for learning, and identify and discuss learning goals with their students. Involving students in the process of identifying and clarifying learning goals helps make their learning more personally relevant and thus enhances their engagement with it.

As they look for evidence that students are learning, teachers consider not only what students have learned but also how they are learning. With this information, they can adjust instructional approaches to meet individual students' needs more effectively. It is also important to consider the most appropriate points at which to gather this information and the most appropriate assessment strategies, including guiding questions. Finally, when determining how to respond to students who are not making progress, teachers think about the most effective ways to activate those students' prior learning, and provide a context that will help engage them in the lesson. Teachers provide the support students need by reviewing and helping them understand the learning goals, and by scaffolding instruction to provide intensive support for struggling students. Teachers then monitor students' achievement of learning goals and provide additional instructional support as needed. Students learn best when instruction and assessment are both differentiated according to their needs, and when approaches and groupings of students best suited to the population of the class are used.

Effective Instruction in Health and Physical Education

Effective instruction is key to student success. In health and physical education, instruction is effective if it motivates students and instils positive habits of mind, such as a willingness and determination to explore and persist, to think and to question, to communicate clearly, and to take responsible risks. To be effective, instruction must be based on the belief that all students can be successful and that learning in health and physical education is critical for all students.

To provide effective instruction, teachers need to know their students – to be aware of their readiness to learn, understand their interests, and recognize their learning styles and preferences. An understanding of students' strengths and needs, their backgrounds, and their abilities can help teachers plan effectively for instruction and assessment. As teachers come to understand their students, they can respond to individual students' needs by effectively differentiating the learning approaches and materials they use, the ways in which they encourage students to demonstrate their learning, and the learning environment itself.

Teaching approaches should be informed by the findings of current research related to health and physical education. For example, research has provided evidence of the benefits of experiential learning and constructivist teaching, which emphasize the role of the teacher as co-learner and facilitator, promote authentic experiential learning and learning through inquiry, provide engagement through student-initiated work, create a sense of community through teamwork and collaboration, and provide options to accommodate different learning styles and intelligences. A well-planned program should provide activities at individual students' level of readiness but should also push students towards their optimal level of challenge for learning, providing support through shared and guided practice and gradually withdrawing support as the student achieves greater levels of independence in learning. It is important to have a balanced program that provides for both direct instruction in content and skills and opportunities for students to use their knowledge and skills in structured as well as unstructured activities.

Effective teaching approaches promote the development of higher-order thinking skills. Teachers should encourage students to think critically and creatively about what they are learning, their own health-related choices, and how they are learning. They should support students in developing the language and techniques they need to assess their own learning.

Students learn best by doing. Many of the skills emphasized in this curriculum are best taught and learned through participatory exploration experiences and hands-on activities, with numerous opportunities to practise and apply new learning. Learning by doing and group activities also enable students to develop personal and interpersonal skills as they acquire the knowledge, skills, and habits that will lay the foundation for lifelong healthy, active living. Through regular and varied assessments, teachers can give students the detailed feedback they need to further develop and refine their skills.

Students should have opportunities to participate in a wide range of activities and to complete assignments that not only help them master health and physical education concepts, but also enable them to develop inquiry and research skills and provide opportunities for self-expression and personal choice. Activities should be based on the assessment of students' individual needs, proven learning theory, and best teaching practices. Effective activities enable both direct teaching and modelling of knowledge and skills and the application of learning strategies that encourage students to express their thinking and that engage them in their learning.

To be effective, instruction in health and physical education must be developmentally appropriate.
Many of the expectations in the health and physical education curriculum are similar from grade to grade, to provide students with the numerous opportunities they need to explore the basic concepts and skills underlying these expectations in a wide variety of age-appropriate ways. Although all students go through predictable stages of motor development, differences in rates of maturation and in the kinds of opportunities they have had to practise motor skills contribute to significant variability in their skills and abilities. As noted earlier, development of motor skills is age-related, not age-dependent.

This is a subtle but important distinction that underscores the need for differentiated instruction and assessment. As they develop, students also pass through a number of cognitive and social/emotional developmental stages. To meet the needs of all students at different stages of development, effective teachers provide exposure to a wide range of activities, instruction on skill progressions, opportunities for focused practice, and detailed and supportive feedback and encouragement.

Planning and Scheduling Instruction
High-quality instruction in health and physical education is integrated in such a way that students have opportunities to make connections between concepts and skills in all three strands of the curriculum and in the living skill expectations.

Planning of the health education component of the curriculum requires careful consideration of when material should be taught explicitly and when topics and concepts can be integrated with learning in physical education and linked to learning in other subjects. Teaching health sporadically or when gymnasium facilities are being used for other purposes will not provide adequate opportunities for learning. Thirty per cent of instructional time should be allocated to health education. Ways of managing instruction will vary from school to school, depending on student needs, timetabling, and available facilities. If more than one teacher is responsible for teaching different parts of the health and physical education curriculum, communication and collaboration between these teachers for instructional planning, evaluation, and reporting is essential.

The living skills should serve as a linking mechanism between instruction in health education and physical education. Some healthy living topics can be taught through physical education and can also be connected to learning in other curriculum areas. The physical education component of the curriculum should include a balance of games, dance, movement education, outdoor and recreational activities, and opportunities to focus on developing fitness. A mix of individual and group activities, as well as of traditional and new games and activities, provides opportunities for students to think critically and apply movement skills and concepts in different ways. Careful school-wide planning helps to ensure that students experience different kinds of activities in the different grades, with activities in each grade serving as the vehicle for broader learning connected with movement skills, concepts, and strategies, active living, fitness, and safety.

Planning the Use of Facilities and Equipment
When planning the use of facilities and equipment, teachers should organize the learning environment in a way that allows for movement and ensures student comfort and safety. It is important to plan routines that students can follow as they move to and from the gymnasium or activity space, make transitions from one activity to another, and collect and put away equipment. Planning time and creating guidelines for changing clothes, using equipment, and other procedures can maximize student comfort and participation. In the classroom, teachers should strive to create a space that is comfortable and stimulating and that allows for flexible groupings for student discussion and activities. Displaying student work connected to healthy living discussions can help students make connections with learning in other subjects at school and with their lives outside school.

Teachers can use these as a source of ideas for adapting the delivery of the expectations to meet the particular needs of their students. When making decisions about equipment and facilities, teachers should ensure that they are distributed in a way that provides fair and equal access for all students, taking into account criteria such as gender and range of abilities, and that allows for a variety of activities and choice in activities. The principles and guidelines of Universal Design for Learning (see p. 49) should also be considered when planning the use of equipment and facilities, so that the needs of all students, including those with special education needs, can be met.

It is important to note that activities that help students fulfil the curriculum requirements, including daily physical activity, do not necessarily require the use of a school gymnasium. The scheduling and accommodation of regular physical education classes, however, may require some creativity, especially if facilities are limited and must be shared by large numbers of students. Classes may be combined if there is sufficient space to permit students to participate safely, and hallways, portables, and outdoor spaces can also be put to use. It may be possible as well to use alternative venues, such as nearby parks, fields, and recreation centres. The use of these various settings will have the advantage of increasing students' awareness of the facilities that are available in their communities.

To support the development of specific skills and add interest to physical activities, a variety of equipment should be used. For example, an activity that focuses on students' catching objects of various sizes and shapes is more effective if it uses a variety of objects, such as beanbags, tennis balls, beach balls, rubber chickens, and discs. When supplies are limited, teachers will have to be

resourceful to ensure that each student has opportunities to use as many different kinds of equipment as possible. Teachers must provide specific instruction to students on the appropriate handling of equipment, ensure that equipment is in good repair and suitably organized, and take into account the size and age of the students when choosing the most appropriate equipment to use.

Coeducational and Same-Sex Classes
Although all the curriculum expectations can be achieved in either coeducational or same sex classes, addressing parts of the curriculum in same-sex settings may allow students to learn and ask questions with greater comfort. Same-sex settings may be of benefit to students not only for the discussion of some health topics, but also for developing and practising some physical skills. Such considerations are particularly relevant in the case of adolescent learners. It is also important to have time for coeducational learning, which can encourage learning about others, and about differences and commonalities among people, and allows for the development of relationship skills. Teachers should base their decisions about teaching in coeducational or same-sex settings on students' needs. Different strategies may be required at different times, so that students have opportunities to learn in a variety of different groupings.

Co-curricular programs
Within the context of a healthy school, the health and physical education curriculum provides all students with the skills and strategies they need to participate in a wide variety of physical activities. A supportive school environment will provide opportunities for students to continue their learning either in the school, at home, or in the community. Intramural programs allow all students to participate in activities that are informal and not highly competitive. Interschool programs offer students opportunities to participate in more organized and competitive activities. Other recreational activities and clubs also provide opportunities for students with common interests to participate in physical activities in non-competitive settings. In planning and organizing the health and physical education curriculum, schools should use community organizations, facilities, and programs as resources to provide students with additional experiences and opportunities for physical activity and healthy living.

In this course, students will have the opportunity to learn in a variety of ways: individually, cooperatively, independently, with teacher direction, through hands-on experience, and through examples followed by practice. These opportunities will address the expectations of the course with the guidance of a variety of teaching strategies. Teacher and student directed activities will explore new concepts from each strand of the curriculum. Living Skills, Active Living, and Movement Competence will be presented in units where students will attain the skills and knowledge through organizational activities, as well as cooperative, initiative and trust activities. Healthy Living will be presented in a more traditional classroom environment setting through cooperative activities, comprehension, discussion, and individual activities.

Additional strategies include rubrics, written assignments for practice of skills, and keeping organized notebooks.

ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE

Basic Considerations
The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each subject in each grade. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario elementary schools, the value assigned will be in the form of a letter grade for Grades 1 to 6 and a percentage grade for Grades 7 and 8. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement
- level descriptions given in the achievement chart on pages 38–39;
- are varied in nature, administered over a period of time, and designed to provide
- opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the
- needs and experiences of the students;
- are fair to all students;

Evaluation of Achievement of Overall Expectations
All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

Levels of Achievement
The characteristics given in the achievement chart (pages 38–39) for level 3 represent the "provincial standard" for achievement of the expectations. A complete picture of achievement at level 3 in health and physical education can be constructed by reading from top to bottom in the shaded column of the achievement chart, headed "Level 3". Parents of students achieving at level 3 can be confident that their children will be prepared for work in the next grade.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a grade. It indicates that the student has achieved all or almost all the expectations for that grade, and that he or she demonstrates the ability to use the knowledge and skills specified for that grade in more sophisticated ways than a student achieving at level 3.

Learning Skills and Work Habits
The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of these two areas of achievement.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

Assessment in this course
Seventy percent (70%) of the final mark is based on 11 assignments, and 4 unit tests. There are 22 Assessments for learning throughout the course, that will provide students with feedback about their successes with the material. These include 14 quizzes, 7 assessment tasks, and 1 discussion task.

Thirty percent (30%) of the final mark is based on a summative assignment that is evaluated using the Achievement Chart as a basis for the rubrics provided. These assignments are based on the entire course and will occur at the end of the year, alongside a final exam.

CONSIDERATIONS FOR PROGRAM PLANNING

This course has been designed and implemented to account for the program planning considerations laid out by the Ministry of Education in the curriculum document for this course.

STUDENTS WITH SPECIAL NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible. *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013)* describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning health and physical education courses need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning health and physical education courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses, can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004.* For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000.*

Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the course expectations. The accommodations required to facilitate the student's learning must be identified in his or her IEP (IEP Standards, 2000, p. 11).

A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses. Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- Instructional accommodations are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, adaptive equipment, or assistive software.
- Environmental accommodations are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.

- Assessment accommodations are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the IEP Resource Guide, 2004, for more examples).

If a student requires "accommodations only" in health and physical education courses, assessment and evaluation of his or her achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

In health and physical education courses, modified expectations for most students with special education needs will be based on the regular course expectations, with changes in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (IEP Standards, 2000, pp. 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the Provincial Report Card. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (IEP Standards, 2000, p. 11).

If a student requires modified expectations in health and physical education courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010, page 62, must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

Guidelines for meeting special needs in health and physical education

The following general guidelines can help teachers ensure that students with special education needs are able to participate as fully as possible in health and physical education activities:

- Focus instruction on what the student is able to do rather than on his or her disability or special education needs.
- Consult with the student about his or her needs and about choosing strategies that will help him or her feel comfortable and included.
- Approach each situation on an individual basis, in consultation with the special education teacher and/or support systems and agencies, making individual adaptations in response to the student's needs, and requirements outlined in the IEP. Make adjustments only when necessary and consider adjustments to be temporary and fluid. Continue to make accommodations and modifications as needed.
- Break down new skills and focus on building each skill in a structured progression.
- Be fair to all participants and avoid drawing attention to accommodations or modifications that are provided for individual students.
- Make sure appropriate equipment is available, and use specialized equipment, such as balls of appropriate sizes, colours, weights, and/or textures, when necessary.
- Adjust the rules of activities to increase students' chances of success while retaining a suitable level of challenge (e.g., by increasing the number of tries/attempts allowed, making a target bigger or bringing it closer, adjusting the size of the playing area, varying the tempo of the music, lengthening or shortening the playing time).
- Give verbal cues or prompts.
- Have a partner provide assistance.
- Consider what accommodations, adjustments, or special guidelines may be required to assist students in understanding social rules and codes of conduct in a variety of spaces, and in coping with change room routines, transitions between activities, and moving to and from the gymnasium.

Depending on the special education needs of the students, some additional considerations may be relevant for their instruction in health education. These considerations may apply to all health topics, but are particularly relevant to human development and sexual health. Some students with intellectual and physical disabilities or other challenges may be at greater risk of exploitation and abuse, and some may not have experienced acknowledgement of their healthy sexuality or their right to enjoy their sexuality. These students may also have had fewer formal and informal opportunities to participate in sexual health education. Teachers need to ensure that these students' privacy and dignity are protected, and that the resources used are appropriate to their physical, intellectual, social, and emotional development and needs. Different kinds of accommodations and approaches will be required for different students, but it is important to ensure that all students have access to information and support regarding their sexual health.

Some students with special education needs may have difficulty with abstract thinking, including thinking about the consequences of their behaviour, and may have trouble understanding the boundaries between private and public with respect to behaviour or their own bodies. When teaching students with special education needs about sexual health, it is important to teach the information in a variety of ways and to provide ample opportunity for information to be repeated and for skills such as refusal skills to be practised and reinforced. Examples need to be concrete. Students need to be taught about their right to refuse and about ways of showing affection appropriately and recognizing and respecting consent.

EQUITY AND INCLUSIVE EDUCATION

The Ontario Equity and Inclusive Education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship. Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members of diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nation, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school. In implementing the active living and movement competence strands of the Healthy Active Living Education curriculum, teachers should ensure that students are exposed to a wide range of activities and skills that appeal to both male and female students. Sports and games should be balanced with small-group, individual, and recreation activities, including exercises for physical fitness and activities for stress reduction, such as simple yoga techniques.

Teachers must also provide accommodation for students from various faith communities, consistent with the board's religious accommodation guideline – for example, in some cases, segregated swimming classes for male and female students and same-sex partnering for small-group activities might be required – and be aware of clothing restrictions that might exist for some students. In addition, teachers may need to provide accommodations for students who are fasting for religious reasons.

The Healthy Living expectations contained in this document provide teachers with the opportunity to address a number of key issues related to equity, antidiscrimination, and inclusion. Among these are gender issues in the area of healthy sexuality, including the existence of differing norms for sexual behaviour and different risks associated with unprotected sexual activity. In addition, food choices and eating habits may be influenced by personal beliefs or by religious and cultural traditions (e.g., vegetarianism, religious fasting, traditional foods), and these should be addressed in instruction relating to healthy eating. The issue of body image and the detrimental effects of homogenized standards of beauty and physical appearance promoted in the media also have implications for equity and inclusiveness that may affect students. The use of steroids and drugs to enhance athletic performance and appearance, and harmful diets to achieve impossible standards of beauty, should be examined.

ENVIRONMENTAL EDUCATION

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.

The Healthy Active Living Education courses in health and physical education offer many opportunities for accomplishing these goals. The learning environments for health and physical education include the school grounds, fields and trails in the vicinity of the school, and various other outdoor venues. Teaching students to appreciate and respect the environment is an integral part of being active in these spaces. Appreciating the value of fresh air and outdoor spaces, understanding the environmental benefits of healthy practices such as active transportation and the environmental implications of various food choices, being aware of the impact of using trails, and understanding the health risks associated with environmental factors such as sun exposure and air pollution are all components of environmental education that are integrated with learning in health and physical education. To facilitate these connections, health and physical education teachers are encouraged to take students out of the classroom and into the world beyond the school to help students observe, explore, and appreciate nature as they discover the benefits of being active outdoors.

Living skills, which are integrated throughout the HALE program of the health and physical education curriculum, are also closely tied to environmental education. As students learn more about themselves through the development of personal skills, learn to work effectively and respectfully with others through the development of interpersonal skills, and acquire the capacity for systems thinking through the development of critical and creative thinking skills, they increase their capacity to make connections with the world around them and to become environmentally responsible citizens.

A resource document – *The Ontario Curriculum, Grades 9–12: Environmental Education, Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning "in, about, and/or for" the environment. Teachers can use this document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as the context for learning. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/teachers/enviroed/publications.html.

FINANCIAL LITERACY

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons,

financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

Health and physical education is linked to financial literacy education in a number of ways. In the Healthy Active Living Education courses, the Healthy Living expectations provide opportunities for the exploration of financial issues in connection with a variety of health topics, such as considering how affordability can impact healthy eating choices and examining the economic costs associated with substance use. In making decisions related to achieving their personal fitness goals, students consider financial factors such as the affordability of different physical activity options. They may also have opportunities to examine how physical activity and sports affect and are affected by the economy, develop consumer awareness as they consider choices that affect their health and well-being, and consider cost-effective ways to disseminate health promotion messages to specific target audiences. The exploration of such issues also involves the application of the personal, interpersonal, and critical and creative thinking skills developed in the living skills component of the program. The understanding of their own identity and the personal relationship skills and thinking skills that students develop in the program will contribute to making sound and informed financial decisions throughout their lives.

A resource document – *The Ontario Curriculum, Grades 9–12: Financial Literacy Scope and Sequence of Expectations, 2011* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies the curriculum expectations and related examples and prompts, in disciplines across the Ontario curriculum, through which students can acquire skills and knowledge related to financial literacy. The document can also be used to make curriculum connections to school-wide initiatives that support financial literacy. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf.

LITERACY, NUMERACY, AND INQUIRY RESEARCH SKILLS

A vision of literacy for adolescent learners in Ontario schools might be described as follows: All students are equipped with the literacy skills necessary to be critical and creative thinkers, effective meaning makers and communicators, collaborative co-learners, and innovative problem solvers. These are the skills that will enable them to achieve personal, career, and societal goals.

Students, individually and in collaboration with others, develop skills in three areas, as follows:

- Thinking: Students access, manage, create, and evaluate information as they think imaginatively and critically in order to solve problems and make decisions, including those related to issues of fairness, equity, and social justice.
- Expression: Students use language and images in rich and varied forms as they read, write, listen, speak, view, represent, discuss, and think critically about ideas.
- Reflection: Students apply metacognitive knowledge and skills to monitor their own thinking and learning, and in the process, develop self-advocacy skills, a sense of self-efficacy, and an interest in lifelong learning.

As this vision for adolescent literacy suggests, literacy involves a range of critical thinking skills and is essential for learning across the curriculum. Students need to learn to think, express, and reflect in discipline-specific ways. Teachers support them in this learning by not only addressing the curriculum expectations but also considering, and purposefully teaching students about, the literacy demands of the particular subject area.

Literacy, inquiry skills, and numeracy are critical to students' success in all subjects of the curriculum, and in all areas of their lives.

Many of the activities and tasks that students undertake in the health and physical education curriculum support them in their ability to think, express, and reflect in discipline-specific ways. These include researching, discussing, listening, viewing media, communicating with words and with the body, connecting illustrations and text, role playing to create meaning through stories, and – especially important for kinesthetic learners – communicating through physical activity. Students use language to record their observations, to describe their critical analyses in both informal and formal contexts, and to present their findings in presentations and reports in oral, written, graphic, and multimedia forms. Understanding in health and physical education requires the understanding and use of specialized terminology. In all health and physical education programs, students are required to use appropriate and correct terminology, and are encouraged to use language with care and precision in order to communicate effectively.

Fostering students' literacy skills is an important part of the teacher's role in health and physical education. In addition to developing reading, writing, and media literacy skills, students in health and physical education need to be able to communicate orally by listening and speaking and to communicate physically through body language. (Oral communication skills are traditionally thought to include using and interpreting body language. In the health and physical education curriculum, this skill is broadened into its own category of "physical communication skills".) Developing these skills will help students to acquire other learning in health and physical education and to communicate their understanding of what they have learned.

Physical communication skills are fundamental to the development of physical literacy. Students learn to understand how their bodies move and how to use their bodies to communicate their intended movements. They learn to adjust their movements through self-correction and peer feedback in order to improve the efficiency or effectiveness of the action. Students learn to use their bodies to express their feelings and share information and also learn to interpret body language for a variety of purposes, such as recognizing signs of danger and resistance in the body language of others, recognizing physical signs of emotions during conflict resolution, and reading body cues in personal interactions or game situations. To develop their physical communication skills, students need to observe movement and to practise moving and expressing themselves through their bodies. Physical education activities and active and experiential learning in health education provide students with numerous opportunities for hands-on practice and observation of the physical communication skills that allow them to send, interpret, and receive information without saying a word.

Although physical communication skills are an important component of health and physical education, oral communication skills are also a key part of the development of health and physical literacy and are essential for thinking and learning. Through purposeful talk, students not only learn to communicate information but also to explore and to understand ideas and concepts, identify and solve problems, organize their experience and knowledge, and express and clarify their thoughts, feelings, and opinions. To develop their oral communication skills, students need numerous opportunities to talk about a range of topics in health and physical education. These opportunities are available throughout the curriculum. The expectations in all strands give students a chance to engage in brainstorming, reporting, and other oral activities to identify what they know about a new topic, discuss strategies for solving a problem, present and defend ideas or debate issues, and offer critiques or feedback on work, skill demonstrations, or opinions expressed by their peers.

Whether students are talking, writing, or showing their understanding in health and physical education, teachers can prompt them, through questioning, to explain the reasoning that they have applied to a particular solution or strategy, or to reflect on what they have done. Because rich, open-ended questioning is the starting point for effective inquiry or for addressing a problem, it is important that teachers model this style of questioning for their students and allow students multiple opportunities to ask, and find answers to, their own questions.

When reading texts related to health and physical education, students use a different set of skills than they do when reading fiction. They need to understand vocabulary and terminology that are unique to health and physical education, and must be able to interpret symbols, charts, and diagrams. To help students construct meaning, it is essential that teachers continue to help students develop their reading skills and strategies when they are reading to learn in health and physical education. In addition, there are many works of fiction that can be used to illustrate key concepts in health and physical education, such as resilience, healthy living, and active living. Teachers of English could assign works of fiction that model concepts from the health and physical education curriculum in order to provide opportunities for meaningful discussion about healthy, active living.

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum in Grades 7–12. Helpful advice for effectively addressing the literacy demands of different curriculum areas, including health and physical education, may be found in resource materials available in the literacy domain of the EduGAINS website, at www.edugains.ca/newsite/literacy/index.html.

CRITICAL THINKING AND CRITICAL LITERACY

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical-thinking skills in health and physical education when they assess, analyse, and/or evaluate the impact of something and when they form an opinion and support that opinion with a rationale. In order to think critically, students need to ask themselves effective questions in order to: interpret information; analyse situations; detect bias in their sources; determine why a source might express a particular bias; examine the opinions, perspectives, and values of various groups and individuals; look for implied meaning; and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference. In the health and physical education curriculum, the living skills expectations address both critical thinking and creative thinking skills, and students have opportunities to apply these skills in a variety of contexts and situations across the curriculum.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking. Critical literacy is the term used to refer to a particular aspect of critical thinking. Critical literacy involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy is concerned with issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to take into account: points of view (e.g., those of people from various cultures); context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed); the background of the person who is interacting with the text (e.g., upbringing, friends, communities, education, experiences); intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously); gaps in the text (e.g., information that is left out and that the reader or viewer must fill in); and silences in the text (e.g., the absence of the voices of certain people or groups).

In health and physical education students who are critically literate are able, for example, to actively analyse media messages and determine possible motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Only then are students equipped to produce their own interpretation of an issue. Opportunities should be provided for students to engage in a critical discussion of "texts", including books and textbooks, television programs, movies, web pages, advertising, music, gestures, oral texts, and other forms of expression. Such discussions empower students to understand the impact on members of society that was intended by the text's creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

The literacy skill of metacognition supports students' ability to think critically through reflection on their own thought processes. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines, and for empowering students with the skills needed to monitor their own learning. As they reflect on their strengths and needs, students are encouraged to advocate for themselves to get the support they need in order to achieve their goals. In health and physical education, metacognitive skills are developed in a number of ways. For example, one area of focus in the living skills expectations is personal skills, such as self-awareness, self-monitoring, and adaptive, management, and coping skills. As students develop these skills, they learn to recognize their strengths and needs, develop coping strategies, monitor their progress, and develop plans for making healthier choices and for healthy living. Similarly, students reflect on technique and monitor personal progress to develop and refine movement skills, and monitor personal progress to help improve personal fitness.

INQUIRY SKILLS

Inquiry and research are at the heart of learning in all subject areas. In health and physical education courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. Teachers can support this process through their own use of effective questioning techniques and by planning instruction to support inquiry (particularly in the context of experiential learning). Different kinds of questions that can be used to stimulate thinking include the following:

- simple skill-related questions, which elicit purposeful feedback and develop skill awareness (e.g., How was your head positioned when you landed from the jump? What resources can you use to find information about mental health supports in your community?)
- analytical questions, which develop decision-making and problem-solving skills with respect to game or activity strategy or a personal health choice by asking how or why (e.g., How can you and your partner work together in order to keep possession of the ball longer? How would you go about solving a problem in a relationship? What steps do you need to take? What biomechanical principles would you focus on to improve your yoga movement?)
- review questions, which develop thinking skills related to reflecting on an activity or on the development of a skill and devising ways to improve the activity or approach (e.g., What could you change in this activity so that everyone has more of a chance to be involved in the play? What did you like about that activity? What skills are you developing by playing this game? What might you have done differently that might have involved less risk of injury or harm?)

The ability to respond to such questions helps students build their confidence and competence as they develop physical and health literacy. The teacher's questioning also provides students with a model for developing their own habits of inquiry. As they advance through the grades, students acquire the skills to locate and gather relevant information from a wide range of print and electronic sources, including books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

Numeracy Skills

The health and physical education program also builds on, reinforces, and enhances numeracy, particularly in areas involving computation and graphing. For example, calculations and graphing are often used when tracking changes in fitness or when recording food intake in connection with the development of healthy eating plans.

ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately twenty per cent of the students in Ontario's English language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development. English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

- English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.
- English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some First Nations, Métis, or Inuit students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the classroom.

Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modelling; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers; scaffolding; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams that show how to use equipment or perform skills, food guides and other health resources available in languages that students speak at home, bilingual dictionaries, visual material, displays; music, dances, games, and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers need to adapt the program for English language learners as they acquire English proficiency. For students in the early stages of language acquisition, teachers need to modify the curriculum expectations in some or all curriculum areas. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the Provincial Report Card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should not be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). There is no requirement for a statement to be added to the "Comments" section of the report cards when the ESL/ELD box is checked. Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN HEALTH AND PHYSICAL EDUCATION

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT tools include multimedia resources, databases, websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

The integration of information and communications technology into the health and physical education program represents a natural extension of the learning expectations, as does the use of other technological devices such as pedometers and heart rate monitors. Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. Current technologies are useful both as research tools and as creative media. For example, students working individually or in groups can use digital technology (e.g., mobile applications and devices, the Internet) to gain access to health, fitness, or safety information. Mobile or online applications or software can be used to record food choices over a period of time, calculate nutrient intake, maintain a fitness profile, monitor fitness targets, illustrate movement skills, and assist with other tasks that help students achieve healthy living goals. Wearable devices can provide data and feedback to support tracking and monitoring of fitness goals. Students can use apps or interactive software to participate in a range of simulated physical activities and to analyse their individual movement competence. They can use fitness apps and digital recording devices to set and track fitness goals and monitor progress and improvements. In addition, students can use digital devices to design and present multimedia works, to record the process of creating their dance or movement sequences, to support the development of movement skills, to record role-playing scenarios while practising interpersonal and decision-making skills related to healthy relationships, and for numerous other purposes. Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to inaccurate information, Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of educational software programs to support health and physical education are licensed through the ministry and are listed at www.osapac.org/db/software_search.php?lang=en.

EDUCATION AND CAREER LIFE PLANNING

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and

- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals – Who do I want to become?; and, (4) achieving goals and making transitions – What is my plan for achieving my goals?

Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in health and physical education courses, particularly the living skills expectations, provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life. Developing self-awareness as part of personal skills links closely to the question "Who am I?" The living skills expectations that relate to critical and creative thinking support decision making, goal setting, and planning for transitions – all important aspects of career/life planning.

PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH SKILLS MAJOR

Health and physical education courses are well suited for inclusion in Specialist High Skills Majors (SHSMs) or in programs designed to provide pathways to particular apprenticeship, college, university, or workplace destinations. In some SHSM programs, courses in this curriculum can be bundled with other courses to provide the academic knowledge and skills important to particular economic sectors and required for success in the workplace and postsecondary education, including apprenticeship training. Health and physical education courses can also serve as the in-school link with cooperative education credits that provide the workplace experience required not only for some SHSM programs but also for various program pathways to postsecondary education, apprenticeship training, and workplace destinations.

ETHICS IN THE HEALTH AND PHYSICAL EDUCATION PROGRAM

The health and physical education curriculum provides varied opportunities for students to learn about ethical issues, explore ethical standards, and demonstrate ethical responsibility. As students learn and apply the principles of fair play – through concepts such as inclusion and respect for all – in a variety of settings and activities, they are developing an understanding of ethics. This understanding deepens as they develop living skills – as they learn about themselves and their interactions with others, and as they practise thinking critically and creatively. The health and physical education program also provides opportunities to explore ethical issues related to topics such as violence in sport, the use of performance-enhancing substances, and the notion of winning at all costs. Similarly, students can explore how sports and physical activity can be used to build community, and they can consider ethical questions related to health promotion and the use of human subjects in research. The website of the Canadian Centre for Ethics in Sport, at www.cces.ca/en/home, provides numerous other examples.

Students can also learn and apply citizenship education skills through health and physical education. Educators can consult the Citizenship Education Framework that appears on page 10 of The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2013 to make relevant connections.

When exploring issues related to health and physical education as part of an inquiry process, students may need to make ethical judgements. Such judgements may be necessary in evaluating evidence and positions on various issues or in drawing conclusions about issues, claims, or events. Teachers may need to help students in determining the factors to consider when making these judgements. In addition, teachers provide support and supervision throughout the inquiry process, helping students become aware of potential ethical concerns and of appropriate ways to address those concerns. Students who are conducting surveys or interviews may need guidance to ensure that they respect the dignity, privacy, and confidentiality of their participants. Teachers also supervise the choice of research topics to ensure that student researchers are not inadvertently exposed to information and/or perspectives for which they are not emotionally or intellectually prepared (e.g., personal interviews that lead to disclosure of abuse).

In all subjects and disciplines, students must have a clear understanding of the issue of plagiarism. In a digital world that allows free access to abundant information, it is easy to copy the words of others and present them as one's own. Students need to be reminded of the ethical issues surrounding plagiarism, and have a clear understanding of the consequences of plagiarizing before they engage in research and writing. It is important to discuss not only the more "blatant" forms of plagiarism, but also more nuanced instances that can occur. Students often struggle to find a balance between writing in their own voice and acknowledging the work of researchers in the field. It is not enough merely to admonish students against plagiarizing, and to penalize those who do. The skill of writing in one's own voice, while appropriately acknowledging the work of others, should be explicitly taught to all students in all classes, including health and physical education.

HEALTHY RELATIONSHIPS AND HEALTH AND PHYSICAL EDUCATION

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted.

Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community. Several provincial policies, programs, and initiatives, including Foundations for a Healthy School, the Equity and Inclusive Education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships, the Safe Schools Action Team confirmed "that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum" (p. 11). Teachers can promote this learning in a variety of ways. For example, by giving students opportunities to apply critical thinking and problem solving strategies and to address issues through group discussions, role play, case study analysis, and other means, they can help them develop and practise the skills they need for building healthy relationships. Co-curricular activities such as clubs, intramural and interschool sports, and groups such as gay-straight alliances provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of "teachable moments" to address immediate relationship issues that may arise among students.

In health education, the study of healthy relationships includes learning about the effects and the prevention of all types of violence and bullying/harassment, whether face-toface or online. Learning focuses on the prevention of behaviours that reflect sexism, racism, classism, ableism, sizeism, heterosexism, and homophobia and transphobia. Instances of harassment, such as teasing related to weight or appearance, identity, or ability, need to be addressed and can be related directly to concepts that students are learning in the HALE courses. As teachers strive to create an inclusive and respectful learning environment, it is also important that they examine and address their own biases.

The skills that are needed to build and support healthy relationships can be found throughout the health and physical education curriculum, and especially in the Healthy Active Living Education courses. Expectations that focus on the characteristics of healthy relationships and on ways of responding to challenges in relationships introduce students, in age-appropriate ways, to the knowledge and skills they will need to maintain healthy relationships throughout their lives. In particular, students need to develop and practise effective interpersonal skills to support their ability to relate positively to others. The living skills component of the Healthy Active Living Education courses provides the basis for developing the communication, relationship, and social skills that are necessary for forming and maintaining healthy relationships. Physical activities in the gymnasium and other spaces and health education discussions in the classroom provide numerous and varied opportunities for students to interact and refine these skills. In addition, students improve their ability to contribute to healthy relationships as they develop self-awareness skills, personal coping and management skills, and critical and creative thinking skills and processes in all strands of the Healthy Active Living Education courses.

APPENDIX 1 – ACHIEVEMENT CHART

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content *(e.g., facts, terminology, definitions, safe use of equipment and materials)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts, ideas, theories, principles, procedures, processes)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry, research, and problem-solving skills and/or processes				
	The student:			
Use of initiating and planning skills and strategies *(e.g., formulating questions, identifying the problem, developing hypotheses, selecting strategies and resources, developing plans)*	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies *(e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)*	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies *(e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)*	uses critical/ creative thinking processes, skills, and strategies with limited effectiveness	uses critical/ creative thinking processes, skills, and strategies with some effectiveness	uses critical/ creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/ creative thinking processes, skills, and strategies with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, visual, and/or written forms** *(e.g., diagrams, models)*	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (*continued*)				
	The student:			
Communication for different audiences *(e.g., peers, adults)* **and purposes** *(e.g., to inform, to persuade)* **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms *(e.g., symbols, formulae, scientific notation, SI units)*	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., concepts and processes, safe use of equipment, scientific investigation skills)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., concepts and processes, safe use of equipment, scientific investigation skills)* **to unfamiliar contexts**	transfers knowledge and skills to unfamiliar contexts with limited effectiveness	transfers knowledge and skills to unfamiliar contexts with some effectiveness	transfers knowledge and skills to unfamiliar contexts with considerable effectiveness	transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness
Making connections between science, technology, society, and the environment *(e.g., assessing the impact of science on technology, people and other living things, and the environment)*	makes connections between science, technology, society, and the environment with limited effectiveness	makes connections between science, technology, society, and the environment with some effectiveness	makes connections between science, technology, society, and the environment with considerable effectiveness	makes connections between science, technology, society, and the environment with a high degree of effectiveness
Proposing courses of practical action to deal with problems relating to science, technology, society, and the environment	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

APPENDIX 2 - LEARNING SKILLS & WORK HABITS

LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12

Learning Skills and Work Habits	Sample Behaviours
Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

APPENDIX 3 - RESOURCE LIST

- http://www.virtualhighschool.com
- *The Ontario Curriculum,* Healthy Active Living Education *Grade 9 to 12 (revised)* https://lms.virtualhighschool.com/content/vhs3/departments/hpe/courses/psk4u/psk4u_c/content/the_course_1412/the_course_7335/documents/the_ontario_curriculum_grades_9_to_12_health_and_physical_education.pdf?_&d2lSessionVal=tnA0LWN2gHLe6Esm1JaffkTJL&ou=65536