

**Ontario Health Education Standards**  
**Health for Life**  
**Grade 11**

- addresses the standard directly
- somewhat addresses standard
- C can be used as a context

<b>Determinants of Health - Personal Factors</b>	
Describe the interrelationship of physical, social, and mental health in enhancing personal health.	●
Describe the heredity factors that influence personal health (e.g., a family history of an illness such as diabetes, breast cancer, cardiovascular disease, or mental illness; body shape and size).	●
Analyse how various lifestyle choices (e.g., decisions pertaining to nutrition, physical activity, and smoking) affect health.	●
Evaluate the factors (e.g., personal responsibility; the influence of peers, culture, and the media) that influence personal choices.	●
Explain how stress and one's ability to cope with stress affect personal health.	●
Implement a personal plan for healthy living.	C
<b>Determinants of Health - Social Factors</b>	
Describe how family, peers, and community influence personal health.	●
Analyse the social factors that influence personal health.	●
Describe the influence of culture on health (e.g., foods eaten, methods of treating illness, gender roles).	○
<b>Community Health – Consumer Health</b>	
Determine the validity of health information, products, and services (e.g., information on food labels, health and exercise equipment) based on research (e.g., Ministry of Health publications, scientific publications).	●
Identify the factors that lead to food-generated ailments (e.g., food poisoning, food allergies).	●
Analyse alternative health care practices and services (e.g., acupuncture, homeopathy, naturopathy).	○
Analyse the cost and accessibility of health care services.	●
Evaluate the effectiveness of school and community health services (e.g., public health units, community agencies, mental health facilities) for themselves and others;	●
Evaluate the effectiveness of the methods and means used to communicate health information and ideas (e.g., the Internet, print media, research journals).	●
<b>Community Health – Health and Environmental Factors</b>	

Analyse the environmental factors (e.g., air and water quality, living conditions) that affect personal health.	●
Describe environmental influences on health on the local, national, and global levels (e.g., pollution, industrial activity, weather).	●
Describe the impact of specific health problems (e.g., malnutrition, skin cancer, lung cancer, cholera, typhoid) on personal health and the health of others.	●
Analyse the impact of public health policies and government regulations on environmental health and community health (e.g., water treatment, waste disposal management, immunization program).	●
Identify school and workplace health issues (e.g., air quality, occupational injuries).	●
<b>Community Health – Health Promotion</b>	
Explain the factors that contribute to the strengthening of the immune system (e.g., proper nutrition, physical exercise).	●
Explain methods used to prevent the transmission of communicable diseases (e.g., abstinence from practices that may lead to contamination, avoidance of drugs).	●
Evaluate the effectiveness of different types of treatment for the most common communicable diseases (e.g., hepatitis B, tuberculosis, STDs, HIV/AIDS).	●
Describe how to reduce the risks and/or delay the onset of chronic diseases in adulthood (e.g., cardiovascular disease, cancer, arthritis, diabetes).	●
Demonstrate specific skills that can help others in emergency health situations (e.g., CPR, first aid).	●
Demonstrate an awareness of the contributions that individuals can make to the health of others.	●
Analyse how research and medical advances influence the prevention and control of health problems.	●
Identify career opportunities in health promotion and disease prevention.	●
<b>Vitality – The Concept</b>	
Demonstrate an understanding of the components of the Vitality concept (i.e., healthful eating, an active lifestyle, a positive self-concept).	●
Describe a model that reflects their personal philosophy of health.	C
Describe the stages identified in behavioural change theory (e.g., precontemplation, contemplation, preparation, action, maintenance) as they relate to modifying personal lifestyle.	C
Describe barriers to decision making with respect to the Vitality concept.	●
<b>Vitality – Personal Commitment</b>	
Demonstrate a commitment to the promotion of personal health and a healthy lifestyle within the school community.	C
Explain facts, theories, and personal opinions related to health issues (e.g., by debating current issues, presenting information).	●
Implement plans for attaining personal health that involve the components of the Vitality concept.	C
Demonstrate an ability to influence and support others in making positive health choices.	C

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Ontario Health Education Standards  
Interim Edition 2010  
Grade 8

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<b>Living Skills - Personal Skills</b>	
use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.	●
use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.	●
<b>Living Skills - Interpersonal Skills</b>	
communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.	○
apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.	●
<b>Living Skills - Critical and Creative Thinking</b>	
use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.	●
Implement a personal plan for healthy living.	C
<b>Active Living - Active Participation</b>	
actively participate according to their capabilities in a wide variety of program activities.	C
demonstrate an understanding of factors that contribute to their personal enjoyment of being active.	●
demonstrate an understanding of factors that motivate personal participation in physical activities every day and explain how these factors can be used to influence others (e.g., friends, family, members of the community) to be physically active.	○
<b>Active Living - Physical Fitness</b>	
participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day.	C
recognize the difference between health-related components of personal fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and skill-related components (i.e., balance, agility, power), and explain how to use training principles to enhance both components.	○
assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (e.g., by tracking heart rates, recovery time).	●
develop, implement, and revise a personal plan to meet short- and long-term health-related fitness and physical activity goals.	●
<b>Safety</b>	

demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., following appropriate procedures and guidelines; demonstrating social responsibility; encouraging others to act safely) in a variety of physical activity settings	●
demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity.	●
Describe the impact of specific health problems (e.g., malnutrition, skin cancer, lung cancer, cholera, typhoid) on personal health and the health of others:	●
<b>Movement Competence: Skills, Concepts and Strategies</b>	
perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities	C
apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.	○
<b>Healthy Living</b>	
Health Eating - demonstrate an understanding of different types of nutrients and their functions.	●
Personal Safety and Injury Prevention - identify situations that could lead to injury or death and describe behaviours that can help to reduce risk.	●
Personal Safety and Injury Prevention - identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., changes in behaviour, gradual withdrawal from social circles, a drop in academic performance) and the consequences that can occur.	●
<b>Making Healthy Choices</b>	
evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients, preparation method, and other factors that can affect health and well-being.	●
demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or artificial tanning that involve potential health risks), and apply strategies for avoiding dangerous situations.	●
explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health	●
<b>Making Connections for Healthy Living</b>	
Healthy Eating - identify strategies for promoting healthy eating within the school, home, and community	●
Personal Safety and Injury Prevention - analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence	●
<b>Growth and Development</b>	
explain the importance of abstinence as a positive choice for adolescents.	C
identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS.	●
identify methods used to prevent pregnancy.	●
apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs.	●
identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues.	●