

**Physical Education/Health Education
GRADE 12**

CURRICULUM CORRELATION FORM

Resource ID #(s)

Title: _____

Series Title (if applicable): _____

Subject Area(Please ✓ one of the following)

PE/HE PE Only HE Only

Instructions: In the boxes (✓) the degree of curriculum fit and provide specific unit, chapter, or page references for each Module that applies using the following form.

Rating Scale for Degree of Curriculum Fit

- **Extensive** – The learning resource details content, multiple learning activities, and differentiated teaching strategies that address the required Module(s) of the curriculum framework.
- **Moderate** – The learning resource details some content, some learning activities, and some teaching strategies that address the required Module(s) of the curriculum framework.
- **Slight** – The learning resource content, learning activities, and teaching strategies address less than the required Module(s) of the curriculum framework.
- **None** – The learning resource contains insufficient content, learning activities or teaching strategies to address the required Module(s) of the curriculum framework.

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Module B: *Fitness Management (FM)*

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and wellbeing.

Grade 12

	none	slight	moderate	extensive	
12.FM.1 Examine the goal-setting process as a means of improving physical fitness and/or health behaviours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.FM.2 Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.FM.3 Examine current trends in health and fitness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.FM.4 Demonstrate understanding of fitness myths and misconceptions and how they are used in advertising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.FM.5 Examine the methods advertisers use to promote and sell exercise, fitness, and health products and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.FM.6 Examine influences on the decisions that fitness consumers make related to fitness products and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.FM.7 Analyze key factors to be considered when purchasing fitness products and/or services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Outcome Rating

	none	slight	moderate	extensive	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Module C: Nutrition (NU)

Grade 12

	none	slight	moderate	extensive	
12.NU.1 Demonstrate understanding of the difference between a portion of food and a Food Guide Serving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.NU.2 Evaluate personal food intake using <i>Eating Well with Canada's Food Guide</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.NU.3 Demonstrate understanding of the relationship between the energy spent in physical activity and healthy weight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.NU.4 Demonstrate the ability to estimate daily energy expenditure by analyzing personal physical activity participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.NU.5 Explain factors that contribute to energy balance and healthy weight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.NU.6 Examine the relationship between maintaining healthy weight and the consumption of specific food substances. <i>Includes: sugar and fat</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.NU.7 Demonstrate strategies for making decisions about food and activity choices that contribute to good health and healthy weight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.NU.8 Examine the causes and symptoms of food-borne illness (food poisoning) and demonstrate understanding of ways to minimize the risk of food poisoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.NU.9 Demonstrate understanding of food advertising and marketing strategies and their impact on food purchases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.NU.10 Demonstrate understanding of how food and nutrition myths and misconceptions can affect day-to-day physical activity participation and sport performance and overall health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Outcome Rating

	none	slight	moderate	extensive	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Module D: *Personal and Social Development (PS)*

Grade 12

	none	slight	moderate	extensive	
12.PS.1 Demonstrate understanding of the characteristics and development of effective teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.PS.2 Explore and identify the various roles and skills of team members in building effective teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.PS.3 Examine the characteristics of effective team leaders and their impact on team development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Outcome Rating

	none	slight	moderate	extensive	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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Module E: *Healthy Relationships (HR)*

Grade 12

	none	slight	moderate	extensive	
12.HR.1 Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.HR.2 Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.HR.3 Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.HR.4 Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.HR.5 Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Outcome Rating

	none	slight	moderate	extensive	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

* Potentially Sensitive Topics
(Please ✓ appropriate box(es))
<input type="checkbox"/> Shows Reproductive System Anatomy (A)
<input type="checkbox"/> Pregnancy Prevention (PP)
<input type="checkbox"/> Prevention of Sexually Transmitted Infections (STI)
<input type="checkbox"/> Sexual Orientation (SO)
<input type="checkbox"/> Masturbation (M)
<input type="checkbox"/> Prevention of HIV and AIDS (AIDS)
<input type="checkbox"/> Sexual Exploitation/Assault (SEA)
<input type="checkbox"/> Substance Use and Abuse Prevention: Inhalants, Illegal Drugs (SU)

Indicate in the boxes (✓) below the Module(s) to which the resource applies.

Module B (FM) Module C (NU) Module D (PS) Module E (HR)

Contains potentially sensitive content? Yes No

Key Questions:

1. What are the outstanding features of this resource?

2. Are there any significant weaknesses?

3. Would you use this resource in your classroom? Why or why not?
