

APPENDIX B: GRADE 12 ACTIVE HEALTHY LIFESTYLES CURRICULUM MATRIX

The following matrix of the Grade 12 Active Healthy Lifestyles curriculum

- identifies the minimum time allotments for each component of this course:
 - Physical Activity Practicum
 - Core Component
 - Flexible Delivery Component
- notes the suggested time allocation, in percentages, for each module
- lists the specific learning outcomes (SLOs) that students are expected to achieve
- makes general learning outcome (GLO) connections for each module

Grade 12 Active Healthy Lifestyles Curriculum Matrix				
Component and % Time Allotment	Module	Time in %	Specific Learning Outcomes	GLO Connection*
Physical Activity Practicum (Minimum 50%)	Module A: Physical Activity Practicum	50%	12.PA.1 Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to personal health and fitness goals. 12.PA.2 Demonstrate understanding of the risk-management process and responsibilities related to physical activity participation. 12.PA.3 Demonstrate the ability to access and use information for making informed decisions about safety and risk management related to physical activity participation. <i>Includes:</i> level of instruction, level of supervision, facilities/environment, equipment, clothing/footwear, and personal and other considerations 12.PA.4 Apply movement skills and concepts in a variety of selected physical activities that meet the goals of a personal physical activity plan. 12.PA.5 Participate in physical activities at a moderate to vigorous intensity level. 12.PA.6 Record and report the frequency, intensity, time, and type of the physical activities, as indicated in the personal physical activity plan. 12.PA.7 Reflect on physical and emotional responses to and influences on physical activity participation.	1, 2, 3

* GLO 1—Movement; GLO 2—Fitness Management; GLO 3—Safety; GLO 4—Personal and Social Management; GLO 5—Healthy Lifestyle Practices

Grade 11 Active Healthy Lifestyles Curriculum Matrix (Continued)

Component and % Time Allotment	Module	Time in %	Specific Learning Outcomes	GLO Connection
Core Component (Minimum 25%)	Module B: Fitness Management	7%	12.FM.1 Examine the goal-setting process as a means of improving physical fitness and/or health behaviours. 12.FM.2 Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation. 12.FM.3 Examine current trends in health and fitness. 12.FM.4 Demonstrate understanding of fitness myths and misconceptions and how they are used in advertising. 12.FM.5 Examine the methods advertisers use to promote and sell exercise, fitness, and health products and services. 12.FM.6 Examine influences on the decisions that fitness consumers make related to fitness products and services. 12.FM.7 Analyze key factors to be considered when purchasing fitness products and/or services.	2, 4
	Module C: Nutrition	8%	12.NU.1 Demonstrate understanding of the difference between a portion of food and a Food Guide Serving. 12.NU.2 Evaluate personal food intake using <i>Eating Well with Canada's Food Guide</i> . 12.NU.3 Demonstrate understanding of the relationship between the energy spent in physical activity and healthy weight. 12.NU.4 Demonstrate the ability to estimate daily energy expenditure by analyzing personal physical activity participation. 12.NU.5 Explain factors that contribute to energy balance and healthy weight. 12.NU.6 Examine the relationship between maintaining healthy weight and the consumption of specific food substances. <i>Includes: sugar and fat</i> 12.NU.7 Demonstrate strategies for making decisions about food and activity choices that contribute to good health and healthy weight. 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. 12.NU.9 Demonstrate understanding of food advertising and marketing strategies and their impact on food purchases. 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.	5

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Grade 11 Active Healthy Lifestyles Curriculum Matrix (Continued)

Component and % Time Allotment	Module	Time in %	Specific Learning Outcomes	GLO Connection
Core Component (Continued) (Minimum 25%)	Module D: Personal and Social Development	5%	12.PS.1 Demonstrate understanding of the characteristics and development of effective teams. 12.PS.2 Explore and identify the various roles and skills of team members in building effective teams. 12.PS.3 Examine the characteristics of effective team leaders and their impact on team development.	4
	Module E: Healthy Relationships	5%	12.HR.1 Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development. 12.HR.2 Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship. 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. 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. 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.	4, 5
Flexible Delivery Component (Up to 25%)	Extension of Core Component and/or Physical Activity Practicum topics or time that is locally determined. Specific learning outcomes are locally developed.			

