

PSPE LP
HORIZONTAL AND VERTICAL PLANNER
2023-2024

Duration	Unit 1	Unit 2	Unit 3	Unit 4
ECE A	<p style="text-align: center;">Transdisciplinary Unit</p> <p style="text-align: center;">Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea: People are similar and different in many ways.</p> <p>Key Concepts: Connection, Perspective, Responsibility</p> <p>Related Concepts: Identity, Diversity, Self-esteem, Cooperation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Physical, social and emotional characteristics. 2. Similarities and differences between myself and others. 3. Ways to be a good friend. <p>Learner Profile Attributes: Open-minded, Caring</p>	<p style="text-align: center;">Stand Alone Unit</p> <p style="text-align: center;">How We Organize Ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central Idea</p> <p>Physical activities require skills, and safety.</p> <p>Key Concepts:</p> <p>Function, Connection, Responsibility</p> <p>Related Concepts: Skills, Safety</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Basic sports skills. 2. Using sports equipment safely. 3. Taking risks and safety are equally important. 	<p style="text-align: center;">Stand Alone Unit</p> <p style="text-align: center;">Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea:</p> <p>Healthy choices help us develop and maintain a healthy and safe body.</p> <p>Key Concepts:</p> <p>Responsibility, Form, Connection</p> <p>Related Concepts:</p> <p>Safety, Health, Emotion, Wellbeing</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Ways to keep our body healthy. 2. Safety at school. 3. Emotional and physical health connect to overall wellbeing. 	<p style="text-align: center;">Stand Alone Unit</p> <p style="text-align: center;">How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea</p> <p>Using your eyes to watch your body to help improve movement.</p> <p>Key Concepts:</p> <p>Form, Perspective, Responsibility</p> <p>Related concepts:</p> <p>Development, Motion</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Movement patterns and coordination. 2. Expressing our thoughts and feelings through movement 3. We are responsible for our actions

	<p>ATL:</p> <p>Social Skills:</p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>SS1.1.3 Help others.</p> <p>Self-management Skills</p> <p>SM2.5.2 Show ability to adjust to new situations.</p>	<p>ATL Skills:</p> <p>Social Skills</p> <p>SS1.2.1 Be aware of own and others' feelings.</p> <p>Self-Management Skills</p> <p>SM2.5.1 Work through setbacks.</p> <p>Learner Profile Attributes</p> <p>Thinker, Caring</p> <p>Learning Outcomes:</p> <p>Social-Emotional</p> <p>Learning Outcomes: Physical Education</p> <p>7.3 Demonstrate strategies for engaging in cooperative play in a variety of games and activities.</p> <p>8.1 Demonstrate spatial awareness in activities that require the use of large muscles.</p> <p>8.2 Demonstrate control of large muscles with and without equipment.</p> <p>8.4 Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p>	<p>ATL Skills:</p> <p>Social Skills</p> <p>SS1.1.1 Listen closely to others.</p> <p>Thinking Skills</p> <p>T1.3.1 Apply rules ,strategies and ideas from one context to another.</p> <p>Learner Profile Attributes</p> <p>Principled, Knowledgeable</p> <p>Learning Outcomes:</p> <p>Personal/Social</p> <p>Positive Motivation and Perseverance</p> <p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.</p> <p>Learning Outcomes:</p> <p>Physical Education</p> <p>Self-Regulation and Well-being</p> <p>2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.</p>	<p>ATL Skills:</p> <p>Communication Skills</p> <p>C1.3.1 Express oneself using words and sentences.</p> <p>Research Skills</p> <p>R1.1.1 Ask or express through play questions that can be researched.</p> <p>Learner Profile Attributes</p> <p>Risk taker, Inquirer, Communicator</p> <p>Learning Outcomes:</p> <p>Personal/Social</p> <p>Stress Management and Coping</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</p> <p>Learning Outcomes:</p> <p>Physical Education</p> <p>Self-Regulation and Well-being</p> <p>6.5 Discuss and demonstrate in play what makes them happy and unhappy, and why.</p>
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		8.5 Demonstrate spatial awareness by doing activities that require the use of small muscles.	6.1 Demonstrate an understanding of the effects of healthy, active living on the mind and body. 6.2 Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating. 6.3 Practise and discuss appropriate personal hygiene that promotes personal, family, and community health.	7.1 Participate actively in creative movement and other daily physical activities. 7.2 Demonstrate persistence while engaged in activities that require the use of both large and small muscles. 8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.
ECE B	Unit 1	Unit 2	Unit 3	Unit 4
	Transdisciplinary Unit Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. Central Idea: Everyone's actions affect their relationships and the community. Key Concepts: Function, Responsibility, Connection Related Concepts: Friends, Family, Teamwork, Conflict resolution Lines of Inquiry:	Stand Alone Unit How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. Central Idea: Physical activities require skills, and safety. Key Concepts: Function, Connection, Responsibility	Stand Alone Unit Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. Central Idea: Healthy choices help to develop and maintain a healthy and safe body. Key Concepts: Responsibility, Form, Connection	Stand Alone Unit How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. Central Idea: Using your eyes to watch your body to help improve movement. Key Concepts: Form, Perspective, Responsibility

	<p>1. Our relationships in our communities.</p> <p>2.Actions that build community.</p> <p>3.Contributing to our community.</p> <p>Learner Profile: Caring, Principled</p> <p>ATL:</p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>SM1.3 Follow classroom routines.</p> <p>SM2.2.4 Manage feelings and resolve conflict.</p>	<p>Related Concepts: Teamwork, Losing</p> <p>Lines of Inquiry:</p> <p>1. Basic sports skills</p> <p>2. Using sports equipment safely.</p> <p>3. Taking risks and safety are equally important.</p> <p>ATL Skills:</p> <p>Social Skills</p> <p>SS1.2.1 Be aware of own and others' feelings.</p> <p>Self-Management Skills</p> <p>SM2.5.1 Work through setbacks.</p> <p>Learner Profile Attributes</p> <p>Thinker, Caring</p> <p>Learning Outcomes:</p> <p>Personal/Social</p> <p>Stress Management and Coping</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in</p>	<p>Related Concepts: Safety, Exercise, Emotion, Wellbeing</p> <p>Lines of Inquiry:</p> <p>1. Ways to keep our body healthy.</p> <p>2. Safety at school.</p> <p>3. Emotional and physical health connect to overall wellbeing.</p> <p>ATL Skills:</p> <p>Social Skills</p> <p>SS1.1.1 Listen closely to others.</p> <p>Communication Skills</p> <p>C1.3.2 Participate in conversations.</p> <p>Learner Profile Attributes</p> <p>Principled, Knowledgeable</p> <p>Learning Outcomes:</p> <p>Personal/Social</p> <p>Positive Motivation and Perseverance</p> <p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.</p> <p>Healthy Relationships</p>	<p>Related concepts: Development, Motion</p> <p>Lines of inquiry:</p> <p>1. Movement patterns and coordination.</p> <p>2. Expressing our thoughts and feelings through movement.</p> <p>3. We are responsible for our actions.</p> <p>ATL Skills:</p> <p>Communication Skills</p> <p>C1.3.1 Express oneself using words and sentences.</p> <p>Research Skills</p> <p>R1.1.1 Ask or express through play questions that can be researched.</p> <p>Learner Profile Attributes</p> <p>Risk Taker, Inquirer, Communicator</p> <p>Learning Outcomes:</p> <p>Personal/Social Self-Awareness and Sense of Identity</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p>
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		<p>order to support the development of personal resilience</p> <p>Self-Regulation and Well-being</p> <p>6.4 Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.</p> <p>6.5 Discuss and demonstrate in play what makes them happy and unhappy, and why.</p> <p>Learning Outcomes: Physical Education</p> <p>7.3 Demonstrate strategies for engaging in cooperative play in a variety of games and activities.</p> <p>8.1 Demonstrate spatial awareness in activities that require the use of large muscles.</p> <p>8.2 Demonstrate control of large muscles with and without equipment.</p>	<p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>Learning Outcomes:</p> <p>Physical Education</p> <p>Self-Regulation and Well-being</p> <p>6.1 Demonstrate an understanding of the effects of healthy, active living on the mind and body.</p> <p>6.2 Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating. 6.3 Practise and discuss appropriate personal hygiene that promotes personal, family, and community health.</p> <p>6.3 Practise and discuss appropriate personal hygiene that promotes personal, family, and community health.</p>	<p>Learning Outcomes:</p> <p>Physical Education</p> <p>Self-Regulation and Well-being</p> <p>7.1 Participate actively in creative movement and other daily physical activities.</p> <p>7.2 Demonstrate persistence while engaged in activities that require the use of both large and small muscles.</p> <p>8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p> <p>8.4 Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p> <p>8.5 Demonstrate spatial awareness by doing activities that require the use of small muscles</p>
P1	Unit 1	Unit 2	Unit 3	Unit 4
	<p>Transdisciplinary Unit</p> <p>Who We Are</p>	<p>Stand Alone Unit</p> <p>How We Organise Ourselves</p>	<p>Stand Alone Unit</p> <p>Who We Are</p>	<p>Stand Alone Unit</p> <p>How We Express Ourselves</p>

	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea: As citizens, we can contribute to our communities in many different ways.</p> <p>Key Concepts: Perspective, Responsibility, Connection</p> <p>Related Concepts: Diversity, Citizenship, Values, Community</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. What makes a good citizen in our different communities. 2. Our responsibilities as citizens in our communities. 3. Helping others to feel a sense of belonging. <p>Learner Profile: Principled, Balanced, Caring</p> <p>ATL:</p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>SS1.2.1 Be aware of own and others' feelings.</p> <p>C1.1.2 Listen actively and respectfully to others speak</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central Idea:</p> <p>Physical activities require skills, strategies, and safety.</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: Teamwork, losing</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The function of teams. 2. Teamwork is a key element to success 3. Taking risks and safety are equally important. <p>ATL Skills:</p> <p>Social Skills</p> <p>SS1.2.1 Be aware of own and others' feelings.</p> <p>Self-Management Skills</p> <p>SM2.5.1 Work through setbacks.</p> <p>Learner Profile Attributes</p>	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea:</p> <p>Making balanced choices promotes a healthy lifestyle.</p> <p>Key Concepts: Responsibility, Form, Connection</p> <p>Related Concepts: Safety, Health, Exercise, Emotion, Wellbeing</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Healthy habits can help our body and mind. 2. How physical activities contribute to healthy lifestyle. 3. Our responsibility for keeping a balance lifestyle. <p>ATL Skills:</p> <p>Social Skills</p> <p>SS1.1.1 Listen closely to others.</p> <p>Thinking Skills</p> <p>T1.3.1 Apply rules ,strategies and ideas from one context to another.</p> <p>Learner Profile Attributes</p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea</p> <p>Through movement, we express ourselves and learn about the world.</p> <p>Key Concepts: Perspective, Connection, Responsibility</p> <p>Related Concepts: Games, Motion, Movement</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Creative movements 2. Games and movements are connected to culture. 3. We are responsible for our actions <p>ATL Skills:</p> <p>Communication Skills</p> <p>C1.3.1 Express oneself using words and sentences.</p> <p>Research Skills</p> <p>R1.1.1 Ask or express through play questions that can be researched.</p> <p>Learner Profile Attributes</p> <p>Risk Taker, Inquirer, Communicator</p>
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		<p>Thinker, Caring</p> <p>Learning Outcomes:</p> <p>Personal/Social</p> <p>Identification and Management of Emotions</p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p> <p>Stress Management and Coping</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</p> <p>Learning Outcomes:</p> <p>Physical Education</p> <p>Self-Regulation and Well-being</p> <p>7.3 Demonstrate strategies for engaging in cooperative play in a variety of games and activities.</p>	<p>Principled, Knowledgeable</p> <p>Learning Outcomes:</p> <p>Personal/Social</p> <p>Positive Motivation and Perseverance</p> <p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.</p> <p>Learning Outcomes:</p> <p>Physical Education</p> <p>Self-Regulation and Well-being</p> <p>2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p>6.1 Demonstrate an understanding of the effects of healthy, active living on the mind and body.</p> <p>6.2 Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating.</p> <p>6.3 Practise and discuss appropriate personal hygiene that promotes personal, family, and community health.</p>	<p>Learning Outcomes:</p> <p>Personal/Social</p> <p>Self-Awareness and Sense of Identity</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>Learning Outcomes:</p> <p>Physical Education</p> <p>Self-Regulation and Well-being</p> <p>7.1 Participate actively in creative movement and other daily physical activities.</p> <p>7.2 Demonstrate persistence while engaged in activities that require the use of both large and small muscles.</p> <p>8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p> <p>8.4 Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p>
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		<p>8.1 Demonstrate spatial awareness in activities that require the use of large muscles.</p> <p>8.2 Demonstrate control of large muscles with and without equipment.</p> <p>8.5 Demonstrate spatial awareness by doing activities that require the use of small muscles.</p>		
P2	Unit 1	Unit 2	Unit 3	Unit 4
	<p>Stand Alone Unit</p> <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central Idea:</p>	<p>Transdisciplinary Unit</p> <p>Where We are in Place and Time</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>Stand Alone Unit</p> <p>How We Organize Ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central Idea:</p>	<p>Stand Alone Unit</p> <p>How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p>Central Idea:</p>

	<p>Physical activities require skills, strategies, and safety.</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: Teamwork, winning, losing</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Practicing skills leads to mastery. 2. Motivation is a key element to success. 3. Developing our physical, social and emotional skills <p>ATL Skills:</p> <p>Social Skills</p> <p>SS1.2.2 Manage anger and resolve conflict.</p> <p>Thinking Skills</p> <p>T1.3.1 Apply rules ,strategies and ideas from one context to another.</p> <p>Learner Profile:</p> <p>Reflective, Principled</p> <p>Learning Outcomes:</p> <p>Social- Emotional</p> <p>Positive Motivation and Perseverance</p>	<p>Central Idea:</p> <p>People use simple machines to help improve everyday life.</p> <p>Key Concepts: Function, Causation, Change</p> <p>Related Concepts: Forces, Design, Technology</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Types of simple machines and how they work. 2. Why we use simple machines. 3. How we use simple machines in complex machines. <p>Learner Profile: Risk-taker, Thinker</p> <p>ATL:</p> <p>SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p> <p>SS1.2.5 Be aware of own and others' emotions.</p> <p>SM2.1.3 Use strategies to support concentration and overcome distractions.</p>	<p>Group games teach teamwork skills.</p> <p>Key Concepts: Function, Causation, Responsibility</p> <p>Related Concepts: Cooperation, Teamwork</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. There are many ways solve a problem. 2. My words and actions can affect others 3. Strategies for effective teamwork. <p>ATL Skills:</p> <p>Social Skills</p> <p>SS1.1.4 Practise empathy and care for others.</p> <p>SS1.1.6 Listen closely to others' perspectives and to instructions.</p> <p>Learner Profile: Caring, Thinker</p> <p>Learning Outcomes:</p> <p>Social-Emotional</p> <p>Identification and Management of Emotions</p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings</p>	<p>Through movement and games we express ourselves and learn about the world.</p> <p>Key Concepts: Perspective, Connection, Responsibility</p> <p>Related concepts: Motion, Balance, Games</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Creative Movements. 2. Games and movements are connected to culture 3. We are responsible for our actions <p>ATL Skills:</p> <p>Communication Skills</p> <p>C1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p>Research Skills</p> <p>R1.1.3 Ask or design relevant questions of interest that can be researched.</p> <p>Learner Profile: Risk taker, Inquirer</p> <p>Learning Outcomes:</p> <p>Social-Emotional</p>
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<p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.</p> <p>Learning Outcomes:</p> <p>Physical Education</p> <p>B1 Active Participation</p> <p>B1.1 actively participate in a wide variety of program activities.</p> <p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active.</p> <p>B1.3 identify a variety of ways to be physically active at school and at home every day.</p> <p>B3. Safety</p> <p>B3.1 demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity.</p> <p>.Personal Safety and Injury Prevention</p> <p>D2.3 demonstrate the ability to recognize caring behaviours and behaviours that can be harmful to physical and mental health, and describe the feelings associated with</p>		<p>and understand and respond to the feelings of others.</p> <p>Stress Management and Coping</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</p> <p>Learning Outcomes:</p> <p>Physical Education</p> <p>B2. Physical Fitness</p> <p>B2.1 Daily physical activity (DPA): participate in 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.</p> <p>B2.2 demonstrate an understanding of how being active helps them to be healthy, both physically and mentally.</p> <p>B2.3 identify the physical signs of exertion during a variety of physical activities.</p> <p>B3.1 demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for</p>	<p>Self-Awareness and Sense of Identity</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>Learning Outcomes:</p> <p>Physical Education</p> <p>C1. Movement Skills and Concepts</p> <p>C1.1 perform a variety of static balances, using different body parts at different levels.</p> <p>C1.2 demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them.</p> <p>C1.3 perform a variety of locomotor movements, travelling in different directions and using different body parts.</p> <p>C1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts.</p> <p>C1.5 receive objects of different shapes and sizes at different levels and in different ways using different body parts.</p>
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	each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent.		themselves and others during physical activity.	
P3	Unit 1	Unit 2	Unit 3	Unit 4
	Stand Alone Unit How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. Central idea: Physical activities require skills, strategies and safety. Key concepts: Function, connection, responsibility Related concepts: Community, relationship Lines of inquiry:	Stand Alone Unit How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. Central Idea: Group games teach teamwork skills. Key Concepts: Function, causation, responsibility Related Concepts: Teamwork, Winning, Losing Lines of Inquiry:	Stand Alone Unit How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. Central Idea Through movement and games we express ourselves and learn about the world. Key Concepts: Perspective, Form & Connection Related Concepts: Motion, Balance, Games Lines of inquiry:	Transdisciplinary Unit Who we are An inquiry into the nature of the self; beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures, rights and responsibilities; what it means to be human. Central Idea: Our body systems are connected and contribute to our health and survival. Key Concepts: Function, Connection, Responsibility Related Concepts: Interdependence, Systems, Life and living Lines of Inquiry:

	<p>1. Practicing skills lead to mastery</p> <p>2. Motivation is a key element to success</p> <p>3. Taking risks and safety are equally important</p> <p>ATL Skills:</p> <p>Social Skills</p> <p>SS1.2.2 Manage anger and resolve conflict.</p> <p>Thinking Skills</p> <p>T1.3.1 Apply rules, strategies, and ideas from one context to another.</p> <p>Learner Profile:</p> <p>Thinker, Reflective</p> <p>Learning Outcomes:</p> <p>Personal/Social</p> <p>Stress Management and Coping</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</p> <p>Learning Outcomes:</p> <p>Physical Education</p>	<p>1. There are many ways to solve a problem.</p> <p>2. Solving problems and challenges in small or large groups..</p> <p>3. How rules make the game fair for everyone.</p> <p>ATL Skills:</p> <p>Communication Skills</p> <p>C1.3.5 Give and receive meaningful feedback and feedforward.</p> <p>Self-management Skills</p> <p>SM2.5.3 Work through disappointment.</p> <p>Learner Profile attributes:</p> <p>Caring, Communicator</p> <p>Learning Outcomes:</p> <p>Social-Emotional</p> <p>Positive Motivation and Perseverance</p> <p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.</p> <p>Healthy Relationships</p>	<p>1. Creative Movements</p> <p>2. Games and movements are connected to culture</p> <p>3. We are responsible for our actions</p> <p>ATL Skills:</p> <p>Communication Skills</p> <p>C1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p>Research Skills</p> <p>R1.1.3 Ask or design relevant questions of interest that can be researched.</p> <p>Learner Profile</p> <p>Risk taker, Inquirer</p> <p>Learning Outcomes:</p> <p>Social-Emotional</p> <p>Self-Awareness and Sense of Identity</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging.</p> <p>Learning Outcomes:</p>	<p>1. Body systems and how they work.</p> <p>2. How body systems are interdependent.</p> <p>3. Impact of lifestyle choices on the body systems.</p> <p>Learner Profile: Inquirer, Balanced</p> <p>ATL:</p> <p>Thinking Skills:</p> <p>T1.2.4 Organize relevant information to formulate an argument.</p> <p>Self-Management Skills:</p> <p>SM2.1.2 Be aware of body–mind connections.</p> <p>Research Skills:</p> <p>R1.2.4 Gather information from a variety of primary and secondary sources.</p>
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