

HORIZONTAL AND VERTICAL PLANNER

2024-2025

PSPE

Duration	Unit 1	Unit 2	Unit 3	Unit 4
ECE A	<p style="text-align: center;">Transdisciplinary Unit</p> <p style="text-align: center;"><i>Who We Are</i></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>People are similar and different in many ways.</p> <p>Key Concepts:</p> <p>Connection – How is it linked to other things?</p> <p>Perspective – What are the point of view?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</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- How does it work?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p>	<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 – What are our obligations?</p> <p>Form – What is it like?</p> <p>Connection – How is it linked to other things?</p> <p>Related Concepts:</p>	<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 – What is it like?</p> <p>Perspective – What are the points of view?</p> <p>Responsibility – What are our obligations?</p> <p>Related concepts:</p>

<p>Identity, Diversity, Self-esteem, Cooperation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How do I look and feel? 2. Our similarities and differences. 3. Ways to be a good friend. <p>ATL Skills:</p> <p><u>Social Skills:</u></p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>SS1.1.3 Help others.</p> <p><u>Self-management Skills</u></p> <p>SM2.5.2 Show ability to adjust to new situations.</p> <p>Learner Profile Attributes:</p> <p>Open-minded, Caring, Risk Taker</p> <p>Learning Outcomes:</p>	<p>Related Concepts:</p> <p>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>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>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>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</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 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</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>8.4 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>	<p>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>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> <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>
ECE B	Unit 1	Unit 2	Unit 3	Unit 4
	Transdisciplinary Unit	Stand Alone Unit	Stand Alone Unit	Stand Alone Unit

	<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>Everyone's actions affect their relationships and the community.</p> <p>Key Concepts:</p> <p>Function - How does it work?</p> <p>Responsibility - What are our obligations?</p> <p>Connection – How is it linked to other things?</p> <p>Related Concepts:</p> <p>Friends, Family, Teamwork, Conflict resolution</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Our relationships in our communities. 2. Actions that build community. 3. Contributing to our community. 	<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 – How does it work?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p> <p>Teamwork, Losing</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>ATL Skills:</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 to develop and maintain a healthy and safe body.</p> <p>Key Concepts:</p> <p>Responsibility – What are our obligations?</p> <p>Form – What is it like?</p> <p>Connection – How is it linked to other things?</p> <p>Related Concepts:</p> <p>Safety, Exercise, 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>ATL Skills:</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- What is it like?</p> <p>Perspective – What are the points of view?</p> <p>Responsibility – What are our obligations?</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 Skills:</p>
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	<p>ATL Skills:</p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>SM1.3 Follow classroom routines.</p> <p>SS1.2.1 Be aware of own and others' feelings.</p> <p>Learner Profile Attributes:</p> <p>Caring, Principled</p> <p>Learning Outcomes:</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 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>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>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</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> <p>Learning Outcomes:</p> <p>Physical Education</p> <p>Self-Regulation and Well-being</p>
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		<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>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>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><i>Who We Are</i></p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including</p>	<p>Stand Alone Unit</p> <p>How We Organise Ourselves</p> <p>An inquiry into the interconnectedness of human-made</p>	<p>Stand Alone Unit</p> <p>Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal,</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,</p>

<p>families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p> <p>Central Idea:</p> <p>As citizens, we can contribute to our communities in many different ways.</p> <p>Key Concepts:</p> <p>Perspective - What are the points of view?</p> <p>Responsibility - What are our obligations?</p> <p>Connection - How is it connected to other things?</p> <p>Related Concepts:</p> <p>Diversity, Citizenship, Values, Community</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. What makes a good citizen. 2. Our responsibilities as citizens in our communities. 3. Helping others to feel a sense of belonging. <p>ATL Skills:</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>Learner Profile Attributes:</p> <p>Principled, Balanced, Caring.</p> <p>Learner Outcomes:</p>	<p>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:</p> <p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p> <p>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>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:</p> <p>Responsibility – What are our obligations?</p> <p>Form – What is it like?</p> <p>Connection – How is it linked to other things?</p> <p>Related Concepts:</p> <p>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>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:</p> <p>Perspective – What are the points of view?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p> <p>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>
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		<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>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</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>6.1 Demonstrate an understanding of the effects of</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>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>
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		<p>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>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>	<p>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>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>
P2	<p>Unit 1</p> <p>August 19th – October 25th</p>	<p>Unit 2</p> <p>October 28th – January 10th</p>	<p>Unit 3</p> <p>January 13th – March 28th</p>	<p>Unit 4</p> <p>March 31st – June 6th</p>
	<p>Stand Alone Unit</p> <p>Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health;</p>	<p>Transdisciplinary 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;</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</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;</p>

<p>human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p>Central Idea:</p> <p>Physical activities require skills, strategies, and safety.</p> <p>Key Concepts:</p> <p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p> <p>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>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p> <p>Central Idea:</p> <p>Celebrations can express the traditions of a culture.</p> <p>Key Concepts:</p> <p>Form – What is it like?</p> <p>Perspective - What are the points of view?</p> <p>Connection - How is it linked to other things?</p> <p>Related Concepts:</p> <p>Traditions, Culture, Beliefs, Values</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Traditions and celebrations. 2. Differences between celebrations and traditions around the world. 3. Sharing our cultures and traditions to foster international mindedness. <p>ATL Skills:</p>	<p>structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central Idea:</p> <p>Group games teach teamwork skills.</p> <p>Key Concepts:</p> <p>Function – How does it work?</p> <p>Causation – Why is it like it is?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p> <p>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>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 and games we express ourselves and learn about the world.</p> <p>Key Concepts:</p> <p>Perspective – What are the points of view?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p> <p>Related concepts:</p> <p>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>
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	<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>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>C1.2.4 Be aware of cultural differences when providing and interpreting communication.</p> <p>C2.2.5 Organize information logically.</p> <p>T2.1.5 Practise “visible thinking” strategies and techniques</p> <p>Learner Profile:</p> <p>Open minded</p> <p>Reflective</p> <p>Learning Outcomes:</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>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>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 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>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> <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</p>
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	<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 each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent.</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 themselves and others during physical activity.</p>	<p>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>
P3	Unit 1 August 19th – October 25th	Unit 2 October 28th – January 10th	Unit 3 January 13th – March 28th	Unit 4 March 31st – June 6th
	<p>Stand Alone Unit</p> <p>How We Organize 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:</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>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>Transdisciplinary Unit</p> <p>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</p> <p>Central Idea</p>

	<p>Physical activities require skills, strategies and safety.</p> <p>Key concepts:</p> <p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p> <p>Community, relationship</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Practicing skills lead to mastery 2. Motivation is a key element to success 3. Taking risks and safety are equally important <p>ATL Skills:</p> <p>Social Skills</p> <p>SS1.2.2 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>Central Idea:</p> <p>Group games teach teamwork skills.</p> <p>Key Concepts:</p> <p>Function – How does it work?</p> <p>Causation – Why is it like it is?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p> <p>Teamwork, Winning, Losing</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. There are many ways to solve a problem. 2. Solving problems and challenges in small or large groups. 3. How rules make the game fair for everyone. <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>Through movement and games we express ourselves and learn about the world.</p> <p>Key Concepts:</p> <p>Perspective – What are the points of view?</p> <p>Form – What is it like?</p> <p>Connection – How is it linked to other things?</p> <p>Related Concepts:</p> <p>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</p>	<p>Our body systems are connected and contribute to our health and survival.</p> <p>Key Concepts:</p> <p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p> <p>Related Concepts:</p> <p>Interdependence, Systems, Life and living</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Body systems and how they work. 2. How body systems are interdependent. 3. Impact of lifestyle choices on the body systems. <p>ATL Skills:</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>
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	<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>B1. Active Participation</p> <p>B1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities.</p> <p>B1.3 identify reasons for participating in physical activity 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</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>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>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>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>Physical Education</p> <p>C1. Movement Skills and Concepts</p> <p>C1.1 perform a variety of static balances with and without equipment, using different body parts at different levels and making different body shapes.</p> <p>C1.2 demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet.</p> <p>C1.3 perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways.</p> <p>C1.4 send objects of different shapes and sizes at different levels and in</p>	<p>Research Skills:</p> <p>R1.2.4 Gather information from a variety of primary and secondary sources.</p> <p>Learner Profile</p> <p>Inquirer, Balanced</p> <p>Learning Outcomes:</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>Healthy Relationships</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>
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	the risk of concussion, for themselves and others during physical activity.	<p>B2.3 recognize their degree of exertion in physical activities by using simple assessment methods and identify factors that affect their performance level.</p> <p>B2.4 participate in setting and achieving realistic personal and group goals related to physical activity.</p>	different ways, using different body parts.	
Duration	<p>Unit 1</p> <p>Aug. – Oct.</p>	<p>Unit 2</p> <p>Nov. – Jan.</p>	<p>Unit 3</p> <p>Feb. – Mar.</p>	<p>Unit 4</p> <p>Apr. – Jun.</p>
P4	<p>Stand Alone Unit</p> <p>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>Key concepts: Function, Connection & Responsibility</p> <p>Related concepts: Motion, Technique & Safety</p> <p>Central idea: Physical activities require skills, strategies, and safety.</p> <p>Lines of inquiry:</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>Key Concept: Change, Perspective & Form</p> <p>Related concepts: Teamwork, Relationships & Games</p> <p>Central idea: Through games and sports we connect and interact with each other.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. People build relationship through games and sports. 	<p>Transdisciplinary unit</p> <p>How the world works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p>Central Idea: Energy can be changed, and used in various ways.</p> <p>Key Concept: Form, Change, Responsibility</p> <p>Related concept: Sustainability, Properties</p> <p>Lines of inquiry:</p>	<p>Stand Alone Unit</p> <p>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>Key concepts: Form, Function & Responsibility</p> <p>Related concepts: Well-being, Exercise & Lifestyles</p> <p>Central idea: Healthy choices lead to a balanced lifestyle.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> 1. Making wise choices on food.

<p>1. Proper exercise with diet is the key to stay healthy and active.</p> <p>2. Appropriate warm-up helps us to stimulate our athletic potential.</p> <p>3. Taking risks and safety are equally important.</p> <p>Learner profile: Communicators & Risk-takers</p> <p>Learning Outcome</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>D1.2 demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol.</p> <p>B1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.</p> <p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small group activities.</p>	<p>2. Sports involve different complex skills and require long periods of practice.</p> <p>3. Games and sports can contribute to the development of teamwork and leadership.</p> <p>Learner profile: Communicators & Open-minded</p> <p>Learning Outcome</p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</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>C1.2 demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control.</p> <p>C1.3 perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions.</p> <p>C1.4 send and receive objects of different shapes and sizes in different</p>	<p>1. Different energy sources. (Renewable and non-renewable)</p> <p>2. Uses of energy.</p> <p>3. Sustainable energy practices.</p> <p>Learning Outcome:</p> <p>D3.4 identify everyday uses of various sources of energy</p> <p>D1.1 describe their own and their family's uses of energy, identify ways in which these uses are efficient or wasteful, taking different points of view into consideration, suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices</p> <p>C1.2 describe how the everyday lives of different people and other living things would be affected if electrical energy were no longer available</p> <p>C3.5 demonstrate an understanding that humans get the energy resources they need from the world around them and that the supply of many of these resources is limited so care needs to be taken in how we use them</p> <p>C3.4 identify everyday uses of various sources of energy</p> <p>B1.3 demonstrate an understanding of the importance of sustainability in people's interrelationship with their</p>	<p>2. How daily exercise form our living habits.</p> <p>3. Factors that affect our physical, emotional, social development and overall health.</p> <p>Learner profile: Caring & Knowledgeable</p> <p>Learning Outcome</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 order to promote a sense of optimism and hope.</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>D1.1 demonstrate an understanding of how the origins of food affect its nutritional value and how those factors and others can affect the environment.</p> <p>D1.4 identify the characteristics of healthy relationships and describe ways of responding to bullying and other challenges.</p> <p>D1.5 identify factors that affect physical development, social-emotional development, and the</p>
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	<p>B1.3 describe the physical and mental benefits of participating in physical activity every day.</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 identify new capabilities and other benefits that may result from improved cardio- respiratory fitness.</p> <p>B2.4 develop and act on personal goals related to physical activity.</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>B3.2 describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.</p> <p>Subject focus: physical education, social study, language</p> <p>ATL Skills:</p> <p>SM2.1.3 Use strategies to support concentration and overcome distractions.</p> <p>C1.1.4 Listen to and follow the information and directions of others.</p>	<p>ways, using different body parts, at different levels, and using various types of equipment.</p> <p>C1.5 retain objects of different shapes and sizes in different ways, using different body parts and equipment.</p> <p>C1.1 perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.</p> <p>C2.1 demonstrate an understanding that different physical activities have different components.</p> <p>C2.2 apply a variety of simple tactics to increase their chances of success during physical activities.</p> <p>D3.3 describe how visible differences and invisible differences make each person unique and identify ways of showing respect for differences in others.</p> <p>Subject focus: physical education, performing art, music, drama.</p> <p>ATL Skills:</p> <p>R1.1.4 Outline a plan for finding necessary information.</p> <p>SS1.1.6 Listen closely to others' perspectives and to instructions.</p>	<p>natural environment and of some of the consequences of sustainable and/or non-sustainable actions</p> <p>A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them.</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 order to support the development of personal resilience.</p> <p>ATL skills:</p> <p>T3.7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p>SS1.1.9 Build consensus and negotiate effectively.</p> <p>SS1.1.12 Take on a variety of roles in group learning.</p>	<p>development of a healthy body image.</p> <p>D1.6 explain how the brain responds when it thinks there is a threat and how that response might affect thoughts, emotions, and actions.</p> <p>D2.1 demonstrate an understanding of the importance of good oral health to overall health and assess the effect of different food choices on oral health.</p> <p>D2.3 apply decision-making strategies to make healthy choices about behaviors and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered.</p> <p>D3.1 explain how local foods and foods from various cultures can be used to expand their range of healthy eating choices.</p> <p>Subject focus: physical education, social study, mathematics</p> <p>ATL Skills:</p> <p>SM1.5 Plan short- and long-term tasks.</p> <p>SM1.6 Set goals that are challenging and realistic.</p>
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P5	Unit 1 Aug. – Oct.	Unit 2 November - January	Unit 3 Jan. – Apr.	Unit 4 Apr. – Jun.
	<p align="center">Transdisciplinary Unit</p> <p 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>Key Concept: Form Connection Perspective</p> <p>Central Idea: Adolescence shapes behaviour and emotions.</p> <p>Related Concept: Growth, Behavior, Choices, Relationship</p> <p>Lines of inquiry:</p> <p>1. The physical and social changes that occur during adolescence.</p>	<p align="center">Stand Alone Unit</p> <p 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>Key concepts: Causation, perspective & responsibility</p> <p>Related concepts: Collaboration, Energy& Fitness</p> <p>Central idea: Promoting a culture of safe and inclusive physical activity fosters personal empowerment.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> Setting the realistic fitness goal is key to success. Active participation in various exercise can enhance our athletic ability. Proper warm-up can prevent sports injuries. <p>Learner profile: Communicator & Knowledgeable</p> <p>Learning Outcomes</p>	<p align="center">Stand Alone Unit</p> <p 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>Key concepts: Function, Connection & Responsibility</p> <p>Related concepts: Well-being, Safety & Nutrition</p> <p>Central idea: Cultivating healthy living habits and nutritional awareness during puberty can shape lifelong well-being.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> Good living habits help us form a balanced lifestyle. Balanced nutrition makes us grow better. Mastery of personal care strategies during puberty is important to well-being. <p>Learner profile: Communicators & Risk-takers</p> <p>Learning Outcomes</p>	<p align="center">Stand Alone Unit</p> <p 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>Key Concept: Change, Perspective & Form</p> <p>Related concepts: Movement, Speed & Endurance</p> <p>Central idea: Movement involves different elements and can be expressed in various ways.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> Types of movement around the world. Mastery of expression requires constant practice. Creative ways we can express our ideas and cultures through movement. <p>Learner profile: Communicators & Open-minded</p> <p>Learning Outcomes</p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning</p>

	<p>2. Emotional changes and our choices affect others.</p> <p>3. Ways we can manage stress, changes and challenges during adolescence.</p> <p>Learner profile: Caring & Balanced</p> <p>Learning Outcome:</p> <p>D1.5 describe the physical changes that occur at puberty and the emotional and social impacts that may result from these Changes.</p> <p>D2.4 demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.</p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences,</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>B1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviors that enhance their readiness and ability to take part.</p> <p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>B1.3 identify factors that motivate participation in physical activity every day at school, at home, or in their communities.</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.</p> <p>B2.2 identify how different physical activities affect the body and contribute to physical fitness and good physical and mental health.</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>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviors, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.</p> <p>D1.1 identify the key nutrients provided by foods and beverages, and describe their importance for growth, mental and physical health, learning, and physical performance.</p> <p>D1.5 describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.</p> <p>D1.3 describe various types of bullying, abuse, and other non-consensual behavior, including cyberbullying, and identify the</p>	<p>experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</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>C1.1 perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment.</p> <p>C1.2 demonstrate the ability to jump and land, in control, from a low height.</p> <p>C1.3 perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions.</p> <p>C1.4 send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement.</p> <p>C1.5 retain objects of various shapes and sizes in different ways, using different body parts, with and without</p>
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<p>in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</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 order to support the development of personal resilience.</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>ATL skills:</p> <p>SM2.5.6 Work through change.</p> <p>SM2.3.3 Use strategies to reduce stress and anxiety.</p>	<p>B2.4 develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity.</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>B3.2 describe common precautions for preventing accidents and injuries, including concussions, while participating in different types of physical activity.</p> <p>ATL Skills: SM2.2.6 Use strategies to remove barriers.</p> <p>C1.3.4 Speak and express ideas clearly and logically in small and large groups.</p>	<p>impacts they can have and appropriate ways of responding.</p> <p>D2.1 identify personal eating habits through self-monitoring over time, and set a goal for developing healthier eating habits, on the basis of the recommendations and guidelines in Food Guides.</p> <p>D2.2 apply a decision-making process to assess risks and make safe decisions in a variety of situations.</p> <p>D2.4 demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.</p> <p>D2.5 demonstrate an understanding of how choices they make every day can have a positive impact on their mental health.</p> <p>D3.1 identify ways of promoting healthier eating habits in a variety of settings and situations.</p>	<p>equipment, while moving around others and equipment.</p> <p>C2.1 demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.2 identify common features of specific categories of physical activities, and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories.</p> <p>C2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p> <p>ATL Skills:</p> <p>R1.1.5 Evaluate and select appropriate information sources and/or digital tools based on the task.</p> <p>SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p>
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	SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.		<p>D3.3 demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control, as well as to adapt to challenging situations over which they have less immediate influence.</p> <p>ATL Skills:</p> <p>SM1.7 Use time effectively and appropriately.</p> <p>SM1.8 Bring necessary equipment and supplies to class.</p>	
P6	Unit 1 Aug. – Oct.	Unit 2 Nov. - Jan.	Unit 3 Feb. – Apr.	Unit 4 Apr. – Jun.
	<p>Stand Alone Unit</p> <p>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>Stand Alone Unit</p> <p>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>Transdisciplinary Unit</p> <p>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>Transdisciplinary Unit</p> <p>Stand Alone Unit</p> <p>How the world works</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of</p>

<p>Key concepts: Function, Connection & Responsibility</p> <p>Related concepts: Wellness, Growth & Nutrition</p> <p>Central idea: Identifying factors that affecting our bodies helps us contribute to personal well-being and healthy lifestyle.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> Daily activities help us maintain a balanced lifestyle. Understanding nutrition influence our food choices. Emotional management during puberty is particularly important for our mental health. <p>Learner profile: Communicators & Risk-takers</p> <p>Learning Outcome</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>B1.3 identify factors that can either motivate or make it difficult for people to be physically active every day and describe ways of overcoming obstacles to staying active.</p>	<p>Key concepts: Change, Form & Responsibility</p> <p>Related concepts: Fitness, Strength & Safety</p> <p>Central idea: Developing safe and responsible fitness practices empowers us to pursue physical quality and resilience.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> Comprehensive Fitness Approaches Safety Considerations in Fitness Activities. Fostering Fitness Resilience and Lifelong Habits. <p>Learner profile: Principled & Knowledgeable</p> <p>Learning Outcome</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>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviors, as they participate in learning experiences, in order to support the development of personal resilience.</p> <p>B2.2 identify the components of health-related fitness and the</p>	<p>Central Idea: Understanding changes during puberty help us take care of ourselves</p> <p>Key Concept: Change - How is it transforming</p> <p>Perspective - What are the points of view?</p> <p>Connection - How is it linked to other things?</p> <p>Related concept: Health, Interaction, Puberty</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> Changes during puberty affect our physical, emotional, and social well-being. Strategies for coping with change. Actions we can take to promote our well-being. <p>Learning Outcome:</p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p> <p>A1.3 apply skills that help them develop habits of mind that support</p>	<p>scientific and technological advances on society and on the environment.</p> <p>Key Concept: Connection, Perspective & Form</p> <p>Related concepts: Development & Force</p> <p>Central idea: All actions and interactions involve forces, which follow scientific and universal rules.</p> <p>Lines of inquiry:</p> <ol style="list-style-type: none"> Types of forces. Interaction among forces. Application of forces in daily lives (Athletics Activities) <p>Learner profile: Communicators & Open-minded</p> <p>Learning Outcome</p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</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>C1.1 perform controlled transfers of weight in a variety of situations involving static and dynamic balance,</p>
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	<p>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games.</p> <p>B2.1 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>D1.3 identify the parts of the reproductive system and describe how the body changes during puberty.</p> <p>D2.1 explain how to use nutrition fact tables and ingredient lists on food labels to make informed choices about healthy and safe foods.</p> <p>D3.1 describe how advertising, food marketing, and media affect food choices, and explain how these influences can be evaluated to help people make healthier choices.</p> <p>D2.2 demonstrate the ability to deal with threatening situations by applying social- emotional learning skills and safety strategies.</p> <p>D3.4 demonstrate an understanding of how our attitudes about mental health affect those around us and how they might contribute to or prevent creating stigma.</p> <p>ATL Skills- SM2.5.6 Work through change.</p>	<p>benefits associated with developing and maintaining each of them.</p> <p>B1.1 actively participate in a wide variety of program activities, according to their capabilities, while applying behaviors that enhance their readiness and ability to take part.</p> <p>B2.3 assess a specific component of their health-related fitness by noting physical responses during various physical activities and monitor changes over time.</p> <p>D1.1 identify trusted people that can assist with injury prevention, emotional distress, emergencies, bullying, non- consensual photo sharing and other non-consensual behavior, and abusive and violent situations.</p> <p>B3.1 demonstrate behaviors 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>B3.2 demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities.</p> <p>ATL Skills: SM1.12 Take on and complete tasks as agreed.</p>	<p>positive motivation and perseverance as they participate in learning experiences, in order to promote a sense of optimism and hope.</p> <p>D1.1 identify trusted people that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behavior, and abusive and violent situations.</p> <p>D1.3 identify the parts of the reproductive system, and describe how the body changes during puberty.</p> <p>D2.5 describe emotional and interpersonal stresses related to puberty, recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being.</p> <p>ATL skills: SS1.2.5 Be aware of own and others' emotions. SM2.4.1 Practice positive thinking and language that reinforces self-motivation. C4.1.7 Document information and observations in a variety of ways.</p>	<p>using changes in speed and levels, with and without equipment.</p> <p>C1.2 demonstrate the ability to jump in control for height or distance, using a variety of body actions.</p> <p>C1.3 explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways.</p> <p>C1.4 send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement.</p> <p>C1.5 retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment.</p> <p>C2.1 demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p>C2.2 describe common features of specific categories of physical activities and describe strategies that they found effective while participating in a variety of physical activities in different categories.</p> <p>C2.3 apply a variety of tactical solutions to increase their chances of success as they parti- capote in physical activities.</p>
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	C1.3.7 Discuss and negotiate ideas and knowledge with peers and teachers.	SM1.13 Delegate and share responsibility for decision-making.		ATL Skills: R1.2.4 Gather information from a variety of primary and secondary sources. SS1.1.11 Encourage others to contribute.
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