

PSPE
HORIZONTAL AND VERTICAL PLANNER
2021-2022

Duration	Unit 1 Aug. 30 – Sept.	Unit 2 Oct. – Jan.	Unit 3 Jan. – April	Unit 4 April - June
<p>ECE A</p> <p>3-4 years</p>	<p>Collaborative Unit</p> <p>Who We Are</p> <p>Central Idea My relationships connect me to others.</p> <p>Key Concepts: Connection, Perspective, Responsibility</p> <p>Related Concepts: Family, Relationships, Culture, Self-identity, Talents, Routines, Independence skills, Agreements, Cooperation, Group skills</p> <p>Lines of Inquiry:</p> <p>Significant relationships and groups we belong to</p> <p>Self -identity and what makes us unique</p>	<p>Stand Alone Unit</p> <p>How We Organize Ourselves</p> <p>Central Idea 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> <p>The function of teams</p> <p>Teamwork is a key element to success</p> <p>Taking risks and safety are equally important</p> <p>ATL Skills:</p>	<p>Stand Alone Unit</p> <p>Who We Are</p> <p>Central Idea: Healthy choices help to develop and maintain a healthy and safe body.</p> <p>Key Concepts: Responsibility, Form, Connection</p> <p>Related Concepts: Safety, Health, Exercise, Emotion, Wellbeing</p> <p>Lines of Inquiry:</p> <p>Responsibility to keep my body healthy</p> <p>Safety at school</p> <p>Emotional and physical health connect to overall wellbeing</p>	<p>Stand Alone Unit</p> <p>How We Express Ourselves</p> <p>Central Idea Through movement we express ourselves and learn about the world.</p> <p>Key Concepts: Form, Perspective, Responsibility</p> <p>Related Concepts: Development, Motion</p> <p>Lines of inquiry:</p> <p>Movement patterns</p> <p>Expressing our thoughts and feelings through movement</p> <p>We are responsible for our actions</p> <p>ATL Skills:</p>

<p>Contributions we can make to our home and relationships</p> <p>ATL Skills:</p> <p>Social Skills</p> <p>Cooperating</p> <p>Group decision making</p> <p>Learner Profile Attributes:</p> <p>Perspective, Balanced</p> <p>Learning Outcomes:</p> <p>Demonstrating Literacy and Maths behaviours</p> <p>5.2 talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural background of others.</p> <p>11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print.</p> <p>1.3 use and interpret gestures, tone of voice, and other non-</p>	<p>Self-Management Skills</p> <p>Safety</p> <p>Codes of Behavior</p> <p>Social Skills</p> <p>Adopting a Variety of Group Roles</p> <p>Cooperation</p> <p>Respecting others</p> <p>Learner Profile Attributes</p> <p>Thinker, Caring</p> <p>Learning Outcomes: Personal/Social 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>ATL Skills:</p> <p>Self-Management Skills</p> <p>Healthy Lifestyle</p> <p>Informed Choices</p> <p>Social Skills</p> <p>Conflict Resolution</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,</p>	<p>Communication Skills</p> <p>Non-Verbal Communication</p> <p>Self-Management Skills</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</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>Critical and Creative Thinking</p> <p>A1.6 apply skills that help them think critically and</p>	
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<p>verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling)</p> <p>15.2 investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects.</p> <p>21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities (e.g., use actions, pictures, words, or puppets to tell a story in the dramatic play area or in the blocks area).</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educator.</p> <p>16.1 select an attribute to measure (e.g., capacity), determine an appropriate non-standard unit of measure (e.g.,</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>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>Learning Outcomes: Physical Education</p>	<p>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>Self-Regulation and Well-being</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</p> <p>Learning Outcomes: 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.</p>	<p>creatively as they participate in learning experiences in health and physical education, in order to support making connections, analyzing, evaluating, problem solving, and decision making.</p> <p>Learning Outcomes: 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>
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	<p>a small margarine container), and</p> <p>31.1 explore different elements of music, drama and dance</p> <p>30.2 explore a variety of tools, materials, and processes of their own choice (e.g., blocks, puppets, flashlights, streamers, castanets, rhythm sticks, natural and recycled materials) to create drama, dance, music, and visual art forms in familiar and new ways.</p> <p>31.3 explore different elements of design in visual arts.</p> <p>20.3 compose pictures, designs, shapes, and patterns, using twodimensional shapes; predict and explore reflective symmetry in two-dimensional shapes, and decompose two dimensional shapes into smaller shapes and rearrange the pieces into other shapes, using various tools and materials.</p> <p>21.1 express their responses to drama and dance (e.g., by moving, by making</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>8.3 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> <p>24.1 Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the</p>	<p>6.3 Practise and discuss appropriate personal hygiene that promotes personal, family, and community health.</p>	
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	<p>connections to their experiences with drama and dance, by talking about drama and dance)</p> <p>21.3 express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form.</p> <p>21.6 respond to a variety of visual art forms and music from various cultures and communities</p> <p>1.7 use specialized vocabulary for a variety of purposes. •</p> <p>10.1 demonstrate an interest in writing and choose to write in a variety of contexts. •</p> <p>14.3 recognize, explore, describe, and compare patterns in the natural and built environment (e.g., patterns in the design of buildings, in flowers, on animal coats, etc) •</p> <p>18.1 identify and describe informally the repeating nature of patterns in everyday contexts (e.g., patterns in nature such as morning-noon-</p>	<p>importance of these practices.</p>		
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night, the four seasons, or the arrangement of leaves on the stem of a plant; the pattern on a piece of clothing; the pattern made by floor tiles; the pattern of words in a book or poem; the pattern on a calendar or in a schedule; the pattern of the beat or rhythm in songs), using appropriate terminology (e.g., “goes before”, “goes after”, “repeats”) and gestures (e.g., pointing, nodding, using slap/claps) •

18.2 explore and extend patterns using a variety of materials. •

9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of soundsymbol relationships)

11.10 retell information from non-fiction materials that have been read by and with the educator team in a variety of

	<p>contexts, using pictures and/or props.</p> <p>12.2 communicate their ideas, verbally and non-verbally, about a variety of media materials (e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD)</p> <p>19.1 ask questions that can be answered through data collections, collect data, and make representations of their observations using graphs.</p> <p>20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.</p> <p>19.2 interpret data presented in graphs and draw conclusions.</p> <p>12.2 communicate their ideas, verbally and non-verbally, about a variety of media materials (e.g., describe their</p>			
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feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD)

11.8 demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter.

15.4 demonstrate an understanding of the counting concepts of stable order (i.e., the concept that the counting measure and compare two or more objects (e.g., determine which of two other containers holds the most water).

Belonging and Contributing

<p>25.1 recognize personal interests, strengths, and accomplishments</p> <p>26.1 understand that everyone belongs to a group/community and that people can belong to more than one group/community at a time</p> <p>6.3 describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong</p> <p>Problem Solving and Innovating</p> <p>2.1 demonstrate selfreliance and a sense of responsibility (e.g., make choices and decisions on their own; take care of personal belongings; know when to seek assistance; know how to get materials they need)</p> <p>24.1 identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices.</p>			
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	<p>Self-regulation and Well-being</p> <p>7.3 demonstrate strategies for engaging in cooperative play in a variety of games and activities. 6.4 discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations. 6.5 discuss and demonstrate in play what makes them happy and unhappy, and why.</p> <p>Social Emotional Learning Skills (PSPE)</p> <p>Self-Awareness and Sense of Identity</p> <p>A1.5 apply skills that help them develop selfawareness and selfconfidence as they participate in learning experiences, in order to support the development of a sense of identity and a sense of belonging.</p>			
ECE B	Unit 1	Unit 2	Unit 3	Unit 4

4-5 years	Aug. – Sept.	Oct. – Jan.	Jan. - April	April - June
	<p align="center">Collaborative Unit</p> <p align="center">Who We Are</p> <p>Central Idea Our actions affect our relationships and the community.</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: Relationship, Friends, Family, Choices, Conflict resolution, Cooperation, Teamwork, Helping</p> <p>Lines of Inquiry: Our relationships in our communities. Actions that build community. Contributing to our community.</p> <p>ATL Skills:</p> <p>Social Skills: Accepting responsibility, Resolving conflict. Cooperating and Decision making</p>	<p align="center">Stand Alone Unit</p> <p align="center">How We Organize Ourselves</p> <p>Central Idea 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: The function of teams Teamwork is a key element to success Taking risks and safety are equally important</p> <p>ATL Skills:</p> <p>Self-Management Skills Safety Codes of Behavior</p> <p>Social Skills</p>	<p align="center">Stand Alone Unit</p> <p align="center">Who We Are</p> <p>Central Idea: Healthy choices help to develop and maintain a healthy and safe body.</p> <p>Key Concepts: Responsibility, Form, Connection</p> <p>Related Concepts: Safety, Health, Exercise, Emotion, Wellbeing</p> <p>Lines of Inquiry: Responsibility to keep my body healthy Safety at school Emotional and physical health connect to overall wellbeing</p> <p>ATL Skills:</p> <p>Self-Management Skills Healthy Lifestyle Informed Choices</p>	<p align="center">Stand Alone Unit</p> <p align="center">How We Express Ourselves</p> <p>Central Idea Through movement we express ourselves and learn about the world.</p> <p>Key Concepts: Form, Perspective, Responsibility</p> <p>Related Concepts: Development, Motion</p> <p>Lines of inquiry: Movement patterns Expressing our thoughts and feelings through movement We are responsible for our actions</p> <p>ATL Skills:</p> <p>Communication Skills Non-Verbal Communication</p> <p>Self-Management Skills Gross Motor Skills</p>

	<p>Communication Skills: Listening, Speaking</p> <p>Learner Profile Attributes: Caring, Principled, Open - minded</p> <p>Learning Outcomes:</p> <p>Belonging and Contributing</p> <p>1.2 listen and respond to others, both verbally and non - verbally for a variety of purpose and in a variety of contexts</p> <p>3.1 act and talk with peers and adults by expressing and accepting positive messages</p> <p>25.3 express their thoughts and share experiences Demonstrating Literacy and Mathematics Behaviours</p> <p>15.7 explore and communicate the function/ Demonstrating Literacy and Mathematics Behaviours</p> <p>15.7 explore and communicate the function/purpose of</p>	<p>Adopting a Variety of Group Roles</p> <p>Cooperation</p> <p>Respecting others</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>Self-Regulation and Well-being</p> <p>6.5 Discuss and demonstrate in play what makes them happy and unhappy, and why.</p>	<p>Social Skills</p> <p>Conflict Resolution</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</p>	<p>Fine Motor Skills</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>Critical and Creative Thinking</p> <p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analyzing, evaluating,</p>
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	<p>numbers in a variety of contexts</p> <p>20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.</p> <p>15.2 investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects.</p> <p>Social Studies</p> <p>Belonging and Contributing</p> <p>4.1 use a variety of strategies to solve problems, including problem arising in social situations</p> <p>5.1 demonstrate respect and consideration for individual differences and alternative points of view</p> <p>2.5 develop empathy for others and acknowledge and respond to each other's feelings.</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>Learning Outcomes:</p> <p>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</p>	<p>relationships, a sense of belonging, and respect for diversity.</p> <p>Self-Regulation and Well-being</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</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>problem solving, and decision making.</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>
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	<p>3.3 demonstrate an awareness of ways of making and keeping friends.</p> <p>7.3 demonstrate strategies for engaging in cooperative play in a variety of games and activities</p> <p>26.2 understand that different groups/ communities may have different ways of being and working together</p> <p>26.3 describe, both verbally and non-verbally, ways in which they contribute to the various groups to which they belong.</p> <p>Social -Emotional Learning Skills (PSPE)</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>require the use of large muscles.</p> <p>8.2 Demonstrate control of large muscles with and without equipment.</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> <p>24.1 Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices.</p>		
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P1 5-6 years	Unit 1 Aug. – Sept.	Unit 2 Oct. – Jan.	Unit 3 Jan. - April	Unit 4 April - June
	<p style="text-align: center;">Collaborative Unit</p> <p style="text-align: center;">Who We Are</p> <p>Central Idea: Making balanced choices promotes a healthy lifestyle.</p> <p>Key Concepts: Connection, Responsibility, Causation</p> <p>Related Concepts: Choice, Lifestyle, Health, Relationships</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Similarities and differences between ourselves and others. 2. Healthy habits and routines (mental, social, physical) 3. Consequences of choices. <p>ATL Skills:</p> <p>Self-management</p> <p>Gross motor skills</p> <p>Spatial awareness</p>	<p style="text-align: center;">Stand Alone Unit</p> <p style="text-align: center;">Who We Are</p> <p>Central Idea: 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> <p>The function of teams</p> <p>Teamwork is a key element to success</p> <p>Taking risks and safety are equally important</p> <p>ATL Skills:</p> <p>Self-Management Skills</p> <p>Safety</p> <p>Codes of Behavior</p>	<p style="text-align: center;">Stand Alone Unit</p> <p style="text-align: center;">Who We Are</p> <p>Central Idea: Healthy choices help to develop and maintain a healthy and safe body.</p> <p>Key Concepts: Responsibility, Form, Connection</p> <p>Related Concepts: Safety, Health, Exercise, Emotion, Wellbeing</p> <p>Lines of Inquiry:</p> <p>Responsibility to keep my body healthy</p> <p>Safety at school</p> <p>Emotional and physical health connect to overall wellbeing</p> <p>ATL Skills:</p> <p>Self-Management Skills</p> <p>Healthy Lifestyle</p>	<p style="text-align: center;">Stand Alone Unit</p> <p style="text-align: center;">How We Express Ourselves</p> <p>Central Idea Through movement and games, we express ourselves and learn about the world.</p> <p>Key Concepts: Perspective, Connection, Responsibility</p> <p>Related concepts: Development, Motion</p> <p>Lines of inquiry:</p> <p>Movement is a way to learn about the world</p> <p>Games and movements are connected to culture</p> <p>We are responsible for our actions</p> <p>ATL Skills:</p> <p>Communication Skills</p> <p>Non-Verbal Communication</p>

<p>Healthy lifestyles</p> <p>Learner Profile Attributes</p> <p>Principled, Balanced, Caring</p> <p>Learning Outcomes:</p> <p>Demonstrating Literacy and Mathematics Behaviours</p> <p>Language Oral</p> <p>1.9 describe personal experiences, using vocabulary and details appropriate to the situation</p> <p>Reading</p> <p>11.6 use prior knowledge to make connections (e.g., to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the educator team</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educator(s)</p> <p>Math Number Sense</p> <p>15.1 investigate (e.g., using a number line, a hundreds</p>	<p>Social Skills</p> <p>Adopting a Variety of Group Roles</p> <p>Cooperation</p> <p>Respecting others</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</p>	<p>Informed Choices</p> <p>Social Skills</p> <p>Conflict Resolution</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</p>	<p>Self-Management Skills</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</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>Critical and Creative Thinking</p> <p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in</p>
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<p>carpet, a board game with numbered squares) the idea that a number's position in the counting sequence determines its magnitude (e.g., the quantity is greater when counting forward and less when counting backward)</p> <p>15.2 investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects (e.g., find out which of two cups contains more or fewer beans [i.e., the concept of one -to -one correspondence]; investigate the ideas of more, less, or the same, using concrete materials such as counters or five and ten frames; recognize that the last number counted represents the number of objects in the set [i.e., the concept of cardinality])</p> <p>15.3 make use of one -to -one correspondence in counting objects and matching groups of objects</p>	<p>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>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>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>learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>Self-Regulation and Well-being</p> <p>4.1 Use a variety of strategies to solve problems, including problems arising in social situations.</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</p>	<p>health and physical education, in order to support making connections, analyzing, evaluating, problem solving, and decision making.</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>
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	<p>15.4 demonstrate an understanding of the counting concepts of stable order (i.e., the concept that the counting sequence is always the same – 1 is followed by 2, 2 by 3, and so on) and of order irrelevance (i.e., the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting)</p> <p>17.2 communicate an understanding of basic spatial relationships (e.g., use terms such as “above/below”, “in/out”, “forward/backward”; use visualization, perspective, and movements [flips/reflections, slides/translations, and turns/rotations]) in their conversations and play, in their predictions and visualizations, and during transitions and routines</p> <p>20.6 use mathematical language in informal discussions to describe probability in familiar, everyday situations.</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> <p>24.1 Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices.</p>	<p>promotes personal, family, and community health.</p>	
P2	Unit 1	Unit 2	Unit 3	Unit 4

6-7 years	Aug. – Sept.	Oct. – Jan.	Jan. - April	April - June
	<p align="center">Stand-alone Unit</p> <p align="center">Who We Are</p> <p>Central Idea 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> <p>Practicing skills leads to mastery</p> <p>Motivation is a key element to success</p> <p>Developing our physical, social and emotional skills</p> <p>ATL Skills:</p> <p>Self-Management Skills</p> <p>Safety</p> <p>Codes of Behaviour</p>	<p align="center">Stand-alone Unit</p> <p align="center">How We Organize Ourselves</p> <p>Central Idea: Group games teach teamwork skills.</p> <p>Key Concepts: Change, Causation, Responsibility</p> <p>Related Concepts: Function, Causation, Responsibility</p> <p>Lines of Inquiry:</p> <p>There are many ways solve a problem</p> <p>My words and actions can affect others</p> <p>There are many ways to communicate with each other</p> <p>ATL Skills:</p> <p>Social Skills</p> <p>Conflict Resolution</p> <p>Group Decision Making</p>	<p align="center">Stand-alone Unit</p> <p align="center">How We Express Ourselves</p> <p>Central Idea: Through movement and games we express ourselves and learn about the world.</p> <p>Key Concepts: Perspective, Connection, Responsibility</p> <p>Related Concepts: Development, Motion</p> <p>Lines of inquiry:</p> <p>Movement is a way to learn about the world</p> <p>Games and movements are connected to culture</p> <p>We are responsible for our actions</p> <p>ATL Skills:</p> <p>Self-Management Skills</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p align="center">Collaborative Unit</p> <p align="center">Where we are in Place and Time</p> <p>Central Idea: People use simple machines to help improve everyday life.</p> <p>Key Concepts: Function, Causation, Change</p> <p>Related Concepts: Design, Technology, Forces</p> <p>Lines of Inquiry:</p> <p>Simple machines developed overtime. (Form)</p> <p>How simple machines work. (Function)</p> <p>Why we use simple machines (Causation)</p> <p>ATL Skills:</p> <p>Communication skills</p> <p>Speaking</p> <p>Thinking skills</p> <p>Synthesis</p>

	<p>Learner Profile Attributes: Balanced, Risk Takers</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>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</p>	<p>Adopting a Variety of Group Roles</p> <p>Cooperation</p> <p>Respecting others</p> <p>Learner Profile Attributes: Caring, Thinker</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>Healthy Relationships</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as</p>	<p>Communication Skills</p> <p>Non-Verbal Communication</p> <p>Learner Profile Attributes: Risk taker, Inquirer, International Minded</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>Mental Health Literacy</p> <p>D1.5 demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind.</p>	<p>Social skills</p> <p>Cooperating</p> <p>Group decision making</p> <p>Learner Profile Attributes: Risk-Taker, Thinker</p> <p>Learning Outcomes:</p> <p>Speaking to Communicate</p> <p>2.1 identify a few purposes for speaking</p> <p>2.2 demonstrate an understanding of appropriate speaking behavior in a few different situations, including paired sharing and small- and large group discussions</p> <p>2.3 communicate ideas and information orally in a clear, coherent manner</p> <p>2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience</p> <p>2.7 use one or more appropriate visual aids to</p>
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<p>understanding of the importance of consent.</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>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>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>Critical and Creative Thinking</p> <p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analyzing, evaluating, problem solving, and decision making.</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>	<p>support or enhance oral presentations</p> <p>Reading</p> <p>Understanding Form and Style</p> <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts such as a simple “All About_____” book</p> <p>#2 Sentence Writing</p> <p>Using knowledge of form and style in writing</p> <p>Form</p> <p>2.1 write short texts using a few simple forms</p> <p>Word Choice</p> <p>2.3 use familiar words and phrases to convey a clear meaning</p>
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	<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>B3.2 identify environmental factors that pose safety risks, including the risk of concussion, during their participation in physical activity.</p> <p>Personal Safety and Injury Prevention</p> <p>D1.2 demonstrate an understanding of essential knowledge and practices for ensuring their personal safety</p> <p>Personal Safety and Injury Prevention</p> <p>D2.4 apply their knowledge of essential safety practices to take an active role in their own safety at school.</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>Sentence Fluency</p> <p>2.4 write simple but complete sentences that make sense</p> <p>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p> <p>Spelling Familiar Words</p> <p>3.1 spell some high-frequency words correctly</p> <p>Punctuation</p> <p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end</p> <p>Measurement</p> <ul style="list-style-type: none"> • Attributes, <p>E2.1 identify measurable attributes of two- dimensional shapes and three- dimensional objects,</p>
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Human Development and Sexual Health

D2.5 demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others.

including length, area, mass, capacity, and angle

E2.2 compare several everyday objects and order them according to length, area, mass, and capacity

Measurement

- Attributes,

E2.1 identify measurable attributes of two- dimensional shapes and three- dimensional objects, including length, area, mass, capacity, and angle

E2.2 compare several everyday objects and order them according to length, area, mass, and capacity

- construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non- standard units

Measurement Relationships

compare two or three objects using measurable attributes, and describe the objects

using relative terms describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length

Stand Alone 2: Patterning and

Algebra

Patterns and Relationships

identify and extend, through investigation, numeric repeating patterns identify a rule for a repeating pattern create a repeating pattern involving one attribute represent a given repeating pattern in a variety of ways

Expressions and Equality

determine, through investigation using a “balance” model and whole numbers to 10, the number of identical objects that must be added or subtracted to establish equality

				<p>Understanding Structures and Mechanisms Developing investigation and communication skills</p> <p>2.2 investigate and describe different kinds of movement</p> <p>2.3 investigate the structure and function of simple machines</p> <p>2.4 use technological problem - solving skills, and knowledge and skills acquired from previous investigations, to design, build, and test a mechanism that includes one or more simple machines</p> <p>Understanding basic concepts</p> <p>3.3 identify the six basic types of simple machines – lever; inclined plane; pulley; wheel and axle, including gear; screw; and wedge – and give examples of ways in which each is used in daily life to make tasks easier</p>
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				3.5 identify simple machines used in devices that move people
P3 7-8 years	Unit 1 Aug. – Sept.	Unit 2 Oct. – Jan.	Unit 3 Jan. - April	Unit 4 April - June
	<p>Stand Alone Unit</p> <p>How We Express Ourselves</p> <p>Central idea: Physical activities require skills, strategies and safety.</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: Community, Relationship</p> <p>Lines of inquiry:</p> <p>Practicing skills lead to mastery</p> <p>Motivation is a key element to success</p> <p>Taking risks and safety are equally important</p> <p>ATL Skills:</p> <p>Self-Management Skills</p>	<p>Stand Alone Unit</p> <p>How We Organize Ourselves</p> <p>Central Idea: Group games teach teamwork skills.</p> <p>Key Concepts: Function, Causation, Responsibility</p> <p>Related Concepts: Teamwork, Winning, Losing</p> <p>Lines of Inquiry:</p> <p>There are many ways solve a problem</p> <p>My words and actions can affect others</p> <p>There are many ways to communicate with each other</p> <p>ATL Skills:</p>	<p>Stand Alone Unit</p> <p>How We Express Ourselves</p> <p>Central Idea Through movement and games we express ourselves and learn about the world.</p> <p>Key Concepts: Perspective, Connection, Responsibility</p> <p>Related Concepts: Development, Motion</p> <p>Lines of inquiry:</p> <p>Movement is a way to learn about the world</p> <p>Games and movements are connected to culture</p> <p>We are responsible for our actions</p>	<p>Collaborative Unit</p> <p>Who We Are</p> <p>Central Idea: Our body systems are connected and contribute to our health and survival.</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: Interdependence, Systems, Life and Living</p> <p>Lines of inquiry:</p> <p>Body systems and how they work.</p> <p>How body systems are interdependent.</p> <p>Impact of lifestyle choices on the body systems.</p>

<p>Safety</p> <p>Codes of Behavior</p> <p>Learner Profile Attributes: Balanced, Principled, Risk-Taker</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>Mental Health Literacy</p> <p>D1.6 demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations, and describe what they can do to feel better at those times.</p>	<p>Social Skills</p> <p>Conflict Resolution</p> <p>Group Decision Making</p> <p>Adopting a Variety of Group Roles</p> <p>Cooperation</p> <p>Respecting others</p> <p>Learner Profile Attributes:</p> <p>Caring, Communicator</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>Mental Health Literacy</p>	<p>ATL Skills:</p> <p>Self-Management Skills</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p> <p>Communication Skills</p> <p>Non-Verbal Communication</p> <p>Learner Profile Attributes:</p> <p>Risk taker, Inquirer</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>Critical and Creative Thinking</p>	<p>ATL Skills:</p> <p>Research Skills</p> <p>Collecting data</p> <p>Presenting</p> <p>Self-management Skills</p> <p>Healthy lifestyle</p> <p>Informed choices</p> <p>Learner Profile Attributes:</p> <p>Inquirer, Balanced</p> <p>Learning Outcomes</p> <p>Oral Communication</p> <p>Listening to Understand</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p> <p>Reading</p> <p>Understanding Form and Style</p>
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	<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, 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>D2.5 explain how understanding and being able to name their feelings can help in knowing when they might need to get help.</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</p>	<p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analyzing, evaluating, problem solving, and decision making.</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</p>	<p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts such as a primary dictionary, and informational texts such as a “How to” book</p> <p>Reading with Fluency</p> <p>3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience</p> <p>Reading for Meaning</p> <p>1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts 3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p> <p>3.7 use some appropriate elements of effective presentation in the finished product, including print,</p>
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	<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 the risk of concussion, for themselves and others during physical activity.</p> <p>B3.2 identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activities.</p> <p>Personal Safety and Injury Prevention</p> <p>D1.1 demonstrate an understanding of practices that enhance personal safety in the home.</p> <p>D1.2 identify common food allergies and sensitivities, and the reactions they might cause.</p>	<p>minimum of twenty minutes each day.</p> <p>B2.2 describe different types of activities that improve the strength of the heart and lungs.</p> <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>	<p>speeds, and using different pathways.</p> <p>C1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts.</p>	<p>different fonts, graphics, and layout</p> <p>Mathematics</p> <p>Geometry and spatial sense: Location and Movement</p> <p>E1.4 create and interpret simple maps of familiar places</p> <p>Multiplication and Division:</p> <p>B2.5 represent multiplication as repeated equal groups, including groups of one half and one fourth, and solve related problems, using various tools and drawings</p> <p>B2.6 represent division of up to 12 items as the equal sharing of a quantity, and solve related problems, using various tools and drawings</p> <p>Fractions</p> <p>B1.6 use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among</p>
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Substance Use, Addictions, and Related Behaviours

D1.3 describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines.

2, 3, 4, and 6 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts

B1.7 recognize that one third and two sixths of the same whole are equal, in fair-sharing contexts

Science

Understanding Life Systems • Developing investigation and communication skills

2.2 use scientific inquiry/experimentation skills to investigate changes in body systems, as a result of physical activity

2.3 design and build a model to demonstrate how organs or components of body systems in the human body work and interact with other components

2.4 use appropriate science and technology vocabulary, in oral and written communication •

				<p>Understanding basic concepts</p> <p>3.2 describe the basic structure and function of major organs in the respiratory, circulatory, and digestive systems 3.3 identify interrelationships between body systems</p> <p>Social/Emotional</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>
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	Unit 1 Aug- Oct	Unit 2 Oct – Jan	Unit 4 Jan-April	Unit 4 April - July
P4 9-10 years	<p>Standalone 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>Central idea: Daily exercise helps us build a healthy and balanced lifestyle.</p> <p>Key Concepts: Form, Function & Responsibility</p> <p>Related Concepts: Agility & Flexibility</p> <p>Lines of inquiry: The diversity of daily exercise. How daily exercise affect our lives.</p>	<p>Standalone 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: Movement involves different elements/factors and can be expressed in various ways.</p> <p>Key Concepts: Change, Perspective & Form</p> <p>Related Concepts: Development & Motion</p> <p>Lines of inquiry: Exploring different body movements The importance of motion and space in movements.</p>	<p>Standalone 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: Physical activities require skills, strategies and safety.</p> <p>Key Concepts: Function, Connection & Responsibility</p> <p>Related Concepts: Community & Relationship</p> <p>Lines of inquiry: Teamwork creates divers' choices</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>Central idea: Exploration leads to discoveries, opportunities and new understandings.</p> <p>Key Concepts: Causation, Connection, Function</p> <p>Related Concepts: Exploration, Survival, Discovery</p> <p>Lines of inquiry</p>

	<p>Making wise choices for our physical and mental health.</p> <p>Learner Profile Attributes: Caring & Knowledgeable</p> <p>Learning Outcomes</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>D1.4 identify the characteristics of healthy relationships and describe ways of responding to bullying and other challenges</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, Social Studies, Mathematics</p> <p>ATL Skills:</p>	<p>Different ways we can express our ideas and cultures in movement.</p> <p>(Kung Fu, Martial arts, dance, stories etc.)</p> <p>Learner Profile Attributes: Communicators & Open-minded</p> <p>Learning Outcomes</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>Subject focus: Physical education, Performing Arts, Music, Drama</p> <p>ATL Skills:</p> <p>Research skills – Planning & Presenting research</p>	<p>Motivation is a key element to success</p> <p>Taking risks and safety are equally important</p> <p>Learner Profile Attributes: Communicators & Risk-takers</p> <p>Learning Outcomes</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>B1.3 describe the physical and mental benefits of participating in physical activity every day.</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>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-</p>	<ol style="list-style-type: none"> 1. Reasons for exploration 2. What we learn from exploration 3. Planning an expedition <p>Learner Profile Attributes: Open-minded & Thinker</p> <p>Learning Outcomes</p> <p>A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analyzing, evaluating, problem solving, and decision making.</p> <p>C2.2 apply a variety of simple tactics to increase their chances of success during physical activities.</p> <p>Subject focus: Physical education, Science, Mathematics</p> <p>ATL skills:</p> <p>Research skills – Collecting data, organizing data</p> <p>Communication – Reading, writing</p>
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	<p>Social skills – Cooperating & Group decision making</p> <p>Self-management – Organization & Codes of behaviour</p>	<p>Social skills – Accepting responsibility & Group decision making</p>	<p>seeking behaviors, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.</p> <p>Subject focus: Physical education, Social Studies, Language</p> <p>ATL Skills: Self-management skills – Safety & Codes of behaviours</p> <p>Social skills – Accepting responsibility & Cooperating</p>	
<p>P5</p> <p>10-11 years</p>	<p>Standalone 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>Central Idea: An effective group capitalizes on the strengths of its individual members.</p>	<p>Standalone 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: Movement involves different elements/factors and can be expressed in various ways.</p> <p>Key Concepts: Change, Perspective & Form</p>	<p>Standalone 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: Physical activities require skills, strategies and safety.</p>	<p>Sharing the Planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution</p> <p>Central idea: Different perspectives can lead to conflict and affect peace around the world</p>

	<p>Key Concepts: Causation, Perspective, Responsibility</p> <p>Related Concepts: Collaboration, Conflict, Ideas</p> <p>Lines of inquiry:</p> <p>There are many ways to solve a problem.</p> <p>The interaction between groups and individuals</p> <p>Ways to communicate with each other</p> <p>Learner Profile Attributes: Principled & Knowledgeable</p> <p>Learning Outcomes</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>B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and</p>	<p>Related Concepts: Development & Motion</p> <p>Lines of inquiry:</p> <p>Exploring different body movements</p> <p>The importance of motion and space in movements.</p> <p>Different ways we can express our ideas and cultures in movement.</p> <p>(Kung Fu, Martial arts, dance, stories etc.)</p> <p>Learner Profile Attributes: Communicators & Open-minded</p> <p>Learning Outcomes</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>C1.3 perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using</p>	<p>Key Concepts: Function, Connection & Responsibility</p> <p>Related Concepts: Community & Relationship</p> <p>Lines of inquiry:</p> <p>Teamwork creates divers' choices</p> <p>Motivation is a key element to success</p> <p>Taking risks and safety are equally important</p> <p>Learner Profile Attributes: Communicators & Risk-takers</p> <p>Learning Outcomes</p> <p>D1.3 describe various types of bullying, abuse, and other non-consensual behaviour, including cyberbullying, and identify the impacts they can have and appropriate ways of responding.</p> <p>D2.2 apply a decision-making process to assess risks and make safe decisions in a variety of situations.</p>	<p>Key Concepts: Change, Function, Causation</p> <p>Related Concepts: Conflict Resolution</p> <p>Lines of inquiry:</p> <p>What is defined as a conflict.</p> <p>The types of conflict that exist in our planet.</p> <p>The results that occur when conflict is resolved.</p> <p>Learner Profile Attributes: Open-minded & Reflective</p> <p>Learning Outcomes</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>A1.1 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</p>
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	<p>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>Subject focus: Physical education, Social Studies, Mathematics</p> <p>ATL Skills:</p> <p>Social skills – Cooperating & Group decision making</p> <p>Self-management skills – Gross motor skill</p>	<p>different pathways, and going in different directions.</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>Subject focus: Physical education, Performing Arts, Music, Drama</p> <p>ATL Skills:</p> <p>Research skills – Planning & Presenting research</p> <p>Social skills – Accepting responsibility & Group decision making</p>	<p>D3.2 describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them, and the effects of vaping.</p> <p>Subject focus: Physical education, Social Studies, Language</p> <p>ATL Skills- Self-Management skills: Safety, Code of behaviour</p> <p>Social skills: Accepting responsibility, Cooperating</p>	<p>their own feelings and understand and respond to the feelings of others.</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>Subject focus: Physical education, ICT, Language</p> <p>ATL Skills:</p> <p>Social skill – Group decision-making, accepting responsibility.</p> <p>Self-management skill – code of behaviour</p>
<p>P6</p> <p>11-12 years</p>	<p>Collaborative 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>Standalone 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>Standalone 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</p>	<p>Standalone 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>Central idea: By balancing lifestyle, people contribute to their well-being.</p> <p>Key Concepts: Form, Connection, Function</p> <p>Related Concepts: Health, Interaction, Puberty</p> <p>Lines of inquiry: Factors that affect our personal, physical, emotional, and social well-being. Physical and emotional changes affect social interactions. Strategies for coping with change.</p> <p>Learner Profile Attributes: Reflective & Knowledgeable</p> <p>Learning Outcomes D1.2 describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication. D2.4 identify intersecting factors that affect the development of a person's</p>	<p>Central idea: Movement involves different elements/factors and can be expressed in various ways.</p> <p>Key Concepts: Change, Perspective & Form</p> <p>Related Concepts: Development & Motion</p> <p>Lines of inquiry: Exploring different body movements The importance of motion and space in movements. Different ways we can express our ideas and cultures in movement. (Kung Fu, Martial arts, dance, stories etc.)</p> <p>Learner Profile Attributes: Communicators & Open-minded</p> <p>Learning Outcomes C1.1 perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment.</p>	<p>on humankind and the environment</p> <p>Central idea: Physical activities require skills, strategies, and safety.</p> <p>Key Concepts: Function, Connection & Responsibility</p> <p>Related Concepts: Community & Relationship</p> <p>Lines of inquiry: Teamwork creates divers' choices Motivation is a key element to success Taking risks and safety are equally important</p> <p>Learner Profile Attributes: Communicators & Risk-takers</p> <p>Learning Outcomes 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</p>	<p>Central idea: People develop their leading/social skills by guiding and planning in a variety of group activities.</p> <p>Key Concepts: Change, Form & Responsibility</p> <p>Related Concepts: Collaboration & Conflict</p> <p>Lines of inquiry: There are many ways to solve a problem. Coordinating and group decision making. Effective communication and clear mission are the keys to success.</p> <p>Learner Profile Attributes: Principled & Knowledgeable</p> <p>Learning Outcomes 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. D2.2 demonstrate the ability to deal with threatening situations</p>
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	<p>self-concept, including their sexual orientation, and how these factors can support their personal health and well-being.</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>Subject focus: Physical education, Biology, Social Studies</p> <p>ATL Skills:</p> <p>Social skill – Accepting responsibility, cooperating</p> <p>Researching skill – Presenting research, planning</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>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>Subject focus: Physical education, Performing Arts, Music, Drama</p> <p>ATL Skills:</p> <p>Research skills – Planning & Presenting research</p> <p>Social skills – Accepting responsibility & Group decision making</p>	<p>and small-group activities and lead-up games.</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>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>Subject focus: Physical education, Social Studies, Language</p> <p>ATL Skills- Self-Management skills: Safety, Code of behaviour</p> <p>Social skills: Accepting responsibility, Cooperating</p>	<p>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>Subject focus: Physical education, Social Studies, Mathematics</p> <p>ATL Skills:</p> <p>Social skills – Cooperating & Group decision making</p> <p>Self-management – Organization & Codes of behaviour</p>
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