

# PSPE - HORIZONTAL & VERTICAL PLANNER - 2025-2026

Early Years – Mr. Chris Walsh				
Unit Sequence & Dates	Transdisciplinary Unit August - October	PSPE Unit 1 October - December	PSPE Unit 2 January - March	PSPE Unit 3 April - June
<b>ECEA</b>	<p><b>Who We Are</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul> <p><b>Central Idea</b> We are all unique and we all belong.</p> <p><b>Specified Concepts:</b> connection, perspective, responsibility</p> <p><b>Additional Concepts:</b> identity, diversity, self-esteem, cooperation</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b> 1. How I look and feel 2. Our similarities and differences. 3. Ways to be a good friend.</p> <p><b>Learner Profile:</b> open-minded, risk-taker, caring</p> <p><b>ATL Skills:</b> <b>Social Skills:</b> SS1.1.2 Play cooperatively in a group: sharing, taking turns. SS1.1.3 Help others.</p>	<p><b>How We Organize Ourselves</b> An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul> <p><b>Central Idea</b> Physical activities require skills, and safety.</p> <p><b>Specified Concepts:</b> function, connection, responsibility</p> <p><b>Additional Concepts:</b> skills, safety</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b> 1. Basic sports skills. 2. Using sports equipment safely. 3. Importance of taking risks and being safe.</p> <p><b>Learner Profile Attributes:</b> thinker, Reflective</p> <p><b>ATL Skills:</b> <b>Social Skills</b> SS1.2.1 Be aware of own and others' feelings.</p> <p><b>Self-Management Skills</b> SM2.5.1 Work through setbacks.</p>	<p><b>Who We Are</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul> <p><b>Central Idea:</b> Healthy choices help us develop and maintain a healthy and safe body.</p> <p><b>Specified Concepts:</b> responsibility, form, connection</p> <p><b>Additional Concepts:</b> safety, health, emotion, wellbeing</p> <p><b>Lines of Inquiry:</b> 1. Ways to keep our body healthy. 2. Safety at school. 3. Emotional and physical health connect to overall wellbeing.</p> <p><b>Learner Profile Attributes</b> balanced, knowledgeable</p> <p><b>ATL Skills:</b> <b>Social Skills</b> SS1.1.1 Listen closely to others.</p> <p><b>Thinking Skills</b> T1.3.1 Apply rules ,strategies and ideas from one context to another.</p>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses.</li> </ul> <p><b>Central Idea</b> Using your eyes to watch your body to help improve movement.</p> <p><b>Specified Concepts:</b> form, perspective, responsibility</p> <p><b>Additional Concepts:</b> development, motion</p> <p><b>Lines of inquiry:</b> 1. Movement patterns and coordination. 2. Expressing our thoughts and feelings through movement 3. We are responsible for our actions</p> <p><b>Learner Profile Attributes</b> Risk-taker, inquirer, communicator</p> <p><b>ATL Skills:</b> <b>Communication Skills</b> C1.3.1 Express oneself using words and sentences.</p> <p><b>Research Skills</b></p>

	<b>Self-management Skills:</b> SM2.5.2 Show ability to adjust to new situations.			R1.1.1 Ask or express through play questions that can be researched.
	<b>Learning Outcomes:</b>  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.  2.1 Demonstrate self-reliance and a sense of responsibility.  7.3 Demonstrate strategies for engaging in cooperative play in a variety of games and activities.	<b>Learning Outcomes:</b>  <b>Stress Management and Coping</b> 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  <b>Physical Education</b> <b>Self-Regulation and Well-being</b> 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.  <b>Self-Regulation and Well-being</b> 8.1 Demonstrate spatial awareness in activities that require the use of large muscles.  8.5 Demonstrate spatial awareness by doing activities that require the use of small muscles.	<b>Learning Outcomes:</b>  <b>Personal/Social</b> <b>Positive Motivation and Perseverance</b> 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.  <b>Physical Education</b> <b>Self-Regulation and Well-being</b> 2.2 Demonstrate a willingness to try new experiences and to adapt to new situations.  6.1 Demonstrate an understanding of the effects of healthy, active living on the mind and body.  6.2 Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating.  6.3 Practise and discuss appropriate personal hygiene that promotes personal, family, and community health.	<b>Learning Outcomes:</b>  <b>Personal/Social</b> <b>Self-Awareness and Sense of Identity</b> 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.  <b>Physical Education</b> <b>Self-Regulation and Well-being</b> 7.1 Participate actively in creative movement and other daily physical activities.  7.2 Demonstrate persistence while engaged in activities that require the use of both large and small muscles.  8.2 Demonstrate control of large muscles with and without equipment.  8.3 Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.  8.4 Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.
<b>ECEB</b>	<b>Transdisciplinary Unit</b> <b>August - October</b>	<b>PSPE Unit 1</b> <b>October - December</b>	<b>PSPE Unit 2</b> <b>January - March</b>	<b>PSPE Unit 3</b> <b>April - June</b>
	<b>Who We Are</b> An inquiry into identity as individuals and as part of a collective through:	<b>How We Organize Ourselves</b> An inquiry into systems, structures and networks through:	<b>Who We Are</b> An inquiry into identity as individuals and as part of a collective through:	<b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:

	<ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li><b>relationships and belonging</b></li> <li>learning and growing.</li> </ul> <p><b>Central Idea</b> We help each other and work together in our community.</p> <p><b>Specified Concepts:</b> function, responsibility, connection</p> <p><b>Additional Concepts:</b> friends, family, teamwork, conflict, resolution</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>People in our community and what they do.</li> <li>How we play and solve problems together.</li> <li>How we care about others and our community.</li> </ol> <p><b>Learner Profile:</b> caring, principled</p> <p><b>ATL Skills:</b> <b>Social Skills:</b> SS1.2.1 Be aware of own and others' feelings. SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p><b>Self-Management Skills:</b> SM1.3 Follow classroom routines.</p>	<ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul> <p><b>Central Idea:</b> Physical activities require skills, and safety.</p> <p><b>Specified Concepts:</b> function, connection, responsibility</p> <p><b>Additional Concepts:</b> teamwork, losing</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>Basic sports skills</li> <li>Using sports equipment safely.</li> <li>Taking risks and safety are equally important.</li> </ol> <p><b>Learner Profile Attributes</b> thinker, reflective</p> <p><b>ATL Skills:</b> <b>Social Skills</b> SS1.2.1 Be aware of own and others' feelings.</p> <p><b>Self-Management Skills</b> SM2.5.1 Work through setbacks.</p>	<ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul> <p><b>Central Idea:</b> Healthy choices help to develop and maintain a healthy and safe body.</p> <p><b>Specified Concepts:</b> responsibility, form, connection</p> <p><b>Additional Concepts:</b> safety, exercise, emotion, wellbeing</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>Ways to keep our body healthy.</li> <li>Safety at school.</li> <li>Emotional and physical health connect to overall wellbeing.</li> </ol> <p><b>Learner Profile Attributes</b> balanced, knowledgeable</p> <p><b>ATL Skills:</b> <b>Social Skills</b> SS1.1.1 Listen closely to others.</p> <p><b>Communication Skills</b> C1.3.2 Participate in conversations.</p>	<ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses.</li> </ul> <p><b>Central Idea:</b> Using your eyes to watch your body to help improve movement.</p> <p><b>Specified Concepts:</b> form, perspective, responsibility</p> <p><b>Additional Concepts:</b> development, motion</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>Movement patterns and coordination.</li> <li>Expressing our thoughts and feelings through movement.</li> <li>We are responsible for our actions.</li> </ol> <p><b>Learner Profile Attributes</b> risk-taker, inquirer, communicator</p> <p><b>ATL Skills:</b> <b>Communication Skills</b> C1.3.1 Express oneself using words and sentences.</p> <p><b>Research Skills</b> R1.1.1 Ask or express through play questions that can be researched.</p>
	<p><b>Learning Outcomes:</b></p> <p>A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate</p>	<p><b>Learning Outcomes:</b></p> <p><b>Personal/Social Identification and Management of Emotions</b></p>	<p><b>Learning Outcomes:</b></p> <p><b>Personal/Social Positive Motivation and Perseverance</b></p>	<p><b>Learning Outcomes:</b></p> <p><b>Personal/Social Self-Awareness and Sense of Identity</b></p>

	<p>in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>2.1 Demonstrate self-reliance and a sense of responsibility.</p> <p>7.3 Demonstrate strategies for engaging in cooperative play in a variety of games and activities</p>	<p><b>A1.1</b> 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><b>Personal/Social Stress Management and Coping</b></p> <p><b>A1.2</b> 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><b>Self-Regulation and Well-being</b></p> <p><b>6.4</b> Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.</p> <p><b>6.5</b> Discuss and demonstrate in play what makes them happy and unhappy, and why.</p> <p><b>Physical Education</b></p> <p><b>8.1</b> Demonstrate spatial awareness in activities that require the use of large muscles.</p> <p><b>8.5</b> Demonstrate spatial awareness by doing activities that require the use of small muscles</p>	<p><b>A1.3</b> 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><b>Physical Education Self-Regulation and Well-being</b></p> <p><b>2.2</b> Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p><b>6.1</b> Demonstrate an understanding of the effects of healthy, active living on the mind and body.</p> <p><b>6.2</b> Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating. <b>6.3</b> Practise and discuss appropriate personal hygiene that promotes personal, family, and community health.</p> <p><b>6.3</b> Practise and discuss appropriate personal hygiene that promotes personal, family, and community health.</p>	<p><b>A1.5</b> 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><b>Physical Education Self-Regulation and Well-being</b></p> <p><b>7.1</b> Participate actively in creative movement and other daily physical activities.</p> <p><b>7.2</b> Demonstrate persistence while engaged in activities that require the use of both large and small muscles.</p> <p><b>8.2</b> Demonstrate control of large muscles with and without equipment</p> <p><b>8.3</b> Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p> <p><b>8.4</b> Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p>
<b>P1</b>	<p><b>Transdisciplinary Unit</b> <b>August - October</b></p> <p><b>Who We Are</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul>	<p><b>PSPE Unit 1</b> <b>October - December</b></p> <p><b>How We Organise Ourselves</b> An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> </ul>	<p><b>PSPE Unit 2</b> <b>January - March</b></p> <p><b>Who We Are</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul>	<p><b>PSPE Unit 3</b> <b>April - June</b></p> <p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social and cultural modes and practices of communication</li> </ul>

	<p><b>Central Idea:</b> Communities are enhanced by the contributions of its members.</p> <p><b>Specified Concepts:</b> form, function, responsibility</p> <p><b>Additional Concepts:</b> inclusion, roles, collaboration, community</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>1. Roles in communities we belong to</li> <li>2. How individual strengths contribute to communities.</li> <li>3. Our responsibilities to support and include others in the community.</li> </ol> <p><b>Learner Profile:</b> balanced, caring, principled</p> <p><b>ATL Skills:</b> <b>Social Skills:</b> <b>SS1.1.2</b> Play cooperatively in a group: sharing, taking turns. <b>SS1.2.1</b> Be aware of own and others' feelings.</p> <p><b>Communication Skills:</b> <b>C1.1.2</b> Listen actively and respectfully to others speak.</p>	<ul style="list-style-type: none"> <li>• representation, collaboration and decision-making</li> </ul> <p><b>Central Idea:</b> Physical activities require skills, strategies, and safety.</p> <p><b>Specified Concepts:</b> function, connection, responsibility</p> <p><b>Additional Concepts:</b> Teamwork, losing</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>1. The function of teams.</li> <li>2. Teamwork is a key element to success.</li> <li>3. Taking risks and safety are equally important.</li> </ol> <p><b>Learner Profile:</b> thinker, reflective</p> <p><b>ATL Skills:</b> <b>Social Skills</b> <b>SS1.2.1</b> Be aware of own and others' feelings.</p> <p><b>Self-Management Skills</b> <b>SM2.5.1</b> Work through setbacks.</p>	<p><b>Central Idea:</b> Making balanced choices promotes a healthy lifestyle.</p> <p><b>Specified Concepts:</b> responsibility, form, connection</p> <p><b>Additional Concepts:</b> safety, health, exercise, emotion, wellbeing</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>1. Healthy habits can help our body and mind.</li> <li>2. How physical activities contribute to healthy lifestyle.</li> <li>3. Our responsibility for keeping a balance lifestyle.</li> </ol> <p><b>Learner Profile:</b> balanced, knowledgeable</p> <p><b>ATL Skills:</b> <b>Social Skills</b> <b>SS1.1.1</b> Listen closely to others.</p> <p><b>Thinking Skills</b> <b>T1.3.1</b> Apply rules ,strategies and ideas from one context to another.</p>	<ul style="list-style-type: none"> <li>• intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central Idea</b> Through movement, we express ourselves and learn about the world.</p> <p><b>Specified Concepts:</b> perspective, connection, responsibility</p> <p><b>Additional Concepts:</b> games, motion, movement</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>1. Creative movements.</li> <li>2. Games and movements are connected to culture.</li> <li>3. We are responsible for our actions.</li> </ol> <p><b>Learner Profile:</b> Risk-taker, inquirer, communicator</p> <p><b>ATL Skills:</b> <b>Communication Skills</b> <b>C1.3.1</b> Express oneself using words and sentences.</p> <p><b>Research Skills</b> <b>R1.1.1</b> Ask or express through play questions that can be researched.</p>
	<p><b>Learner Outcomes:</b></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><b>Learning Outcomes:</b> <b>Personal/Social</b> <b>Identification and Management of Emotions</b> 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><b>Learning Outcomes:</b> <b>Personal/Social</b> <b>Positive Motivation and Perseverance</b> 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><b>Physical Education</b> <b>Self-Regulation and Well-being</b></p>	<p><b>Learning Outcomes:</b> <b>Personal/Social</b> <b>Self-Awareness and Sense of Identity</b> 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><b>Physical Education</b> <b>Self-Regulation and Well-being</b></p>

	<p>2.1 Demonstrate self-reliance and a sense of responsibility.</p> <p>7.3 Demonstrate strategies for engaging in cooperative play in a variety of games and activities.</p>	<p><b>Stress Management and Coping</b>  <b>A1.2</b> 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><b>Self-Regulation and Well-being</b></p> <p><b>6.4</b> Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.</p> <p><b>6.5</b> Discuss and demonstrate in play what makes them happy and unhappy, and why.</p> <p><b>Self-Regulation and Well-being</b></p> <p><b>8.1</b> Demonstrate spatial awareness in activities that require the use of large muscles.</p> <p><b>8.5</b> Demonstrate spatial awareness by doing activities that require the use of small muscle</p>	<p><b>2.2</b> Demonstrate a willingness to try new experiences and to adapt to new situations.</p> <p><b>6.1</b> Demonstrate an understanding of the effects of healthy, active living on the mind and body.</p> <p><b>6.2</b> Investigate the benefits of nutritious foods and explore ways of ensuring healthy eating.</p> <p><b>6.3</b> Practise and discuss appropriate personal hygiene that promotes personal, family, and community health.</p>	<p><b>7.1</b> Participate actively in creative movement and other daily physical activities.</p> <p><b>7.2</b> Demonstrate persistence while engaged in activities that require the use of both large and small muscles.</p> <p><b>8.2</b> Demonstrate control of large muscles with and without equipment.</p> <p><b>8.3</b> Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.</p> <p><b>8.4</b> Demonstrate control of small muscles while working in a variety of learning areas and when using a variety of materials or equipment.</p>
--	--	---	--	---

*\*Learning outcomes are taken from 2016 Ontario Kindergarten Programme document.*

<b>Lower Primary – Mr. Chad Boudreau</b>				
<b>Unit Sequence &amp; Dates</b>	<b>PSPE Unit 1 August - October</b>	<b>PSPE Unit 2 October - March (pause for collaborative unit)</b>	<b>Transdisciplinary Unit November 24 – January 16</b>	<b>PSPE Unit 3 April - June</b>
<b>P2</b>	<p><b>Who We Are</b> An inquiry into identity as individuals and as part of a collective through:</p>	<p><b>How We Organize Ourselves</b> An inquiry into systems, structures and networks through:</p>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p>	<p><b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p>

	<ul style="list-style-type: none"> <li>•physical, emotional, social and spiritual health and well-being</li> <li>•relationships and belonging</li> <li>•learning and growing.</li> </ul> <p><b>Central Idea:</b> Physical activities require skills, strategies, and safety.</p> <p><b>Specified Concepts:</b> Function, Connection, Responsibility</p> <p><b>Additional Concepts:</b> teamwork, winning, losing</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>1. Practicing skills leads to mastery.</li> <li>2. Motivation is a key element to success.</li> <li>3. Developing our physical, social and emotional skills</li> </ol> <p><b>Learner Profile:</b> reflective, principled</p> <p><b>ATL Skills:</b> <b>Social Skills</b> SS1.2.2 Manage anger and resolve conflict.</p> <p><b>Thinking Skills</b> T1.3.1 Apply rules ,strategies and ideas from one context to another.</p>	<ul style="list-style-type: none"> <li>• interactions within and between social and ecological systems</li> <li>• approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>• representation, collaboration and decision-making</li> </ul> <p><b>Central Idea:</b> Group games teach teamwork skills.</p> <p><b>Specified Concepts:</b> Function, Causation, Responsibility</p> <p><b>Additional Concepts:</b> cooperation, teamwork</p> <p><b>Lines of Inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>1. There are many ways solve a problem.</li> <li>2. My words and actions can affect others</li> <li>3. Strategies for effective teamwork.</li> </ol> <p><b>Learner Profile:</b> caring, thinker</p> <p><b>ATL Skills:</b> <b>Social Skills</b> SS1.1.4 Practise empathy and care for others. SS1.1.6 Listen closely to others' perspectives and to instructions.</p>	<ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses.</li> </ul> <p><b>Central Idea</b> Celebrations express the traditions of a culture.</p> <p><b>Specified Concepts:</b> form, perspective, connection</p> <p><b>Additional Concepts:</b> traditions, culture, beliefs, values,</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b></p> <ol style="list-style-type: none"> <li>1. Traditions and celebrations</li> <li>2. Differences between cultures and traditions around the world</li> <li>3. Sharing our cultures and traditions to foster international mindedness</li> </ol> <p><b>Learner Profile:</b> open-minded, reflective</p> <p><b>ATL Skills:</b> <b>Self-Management Skills:</b> SM 2.5.6 Work through change</p> <p><b>Communication Skills:</b> C 1.1 Listen actively</p> <p><b>Social Skills:</b> SS1.2.4 Be aware of others and own impact</p>	<ul style="list-style-type: none"> <li>• inspiration, imagination, creativity</li> <li>• personal, social and cultural modes and practices of communication</li> <li>• intentions, perceptions, interpretations and responses.</li> </ul> <p><b>Central Idea:</b> Through movement and games we express ourselves and learn about the world.</p> <p><b>Specified Concepts:</b> Perspective, Connection, Responsibility</p> <p><b>Additional Concepts::</b> motion, balance, games</p> <p><b>Lines of inquiry</b> <b>An inquiry into:</b></p> <ol style="list-style-type: none"> <li>1. Creative Movements.</li> <li>2. Games and movements are connected to culture</li> <li>3. We are responsible for our actions</li> </ol> <p><b>Learner Profile:</b> risk-taker, inquirer</p> <p><b>ATL Skills:</b> <b>Communication Skills</b> C1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Research Skills</b> R1.1.3 Ask or design relevant questions of interest that can be researched.</p>
	<p><b>Learning Outcomes:</b></p> <p><b>Self-Awareness and Sense of Identity:</b> 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><b>Learning Outcomes:</b></p> <p><b>Identification and Management of Emotions:</b> 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</p>	<p><b>Learning Outcomes:</b></p> <p><b>Positive Motivation and Perseverance</b> 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><b>Learning Outcomes:</b></p> <p><b>Stress Management and Coping:</b> 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><b>Physical Fitness:</b>  <b>B2.1</b> 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><b>B2.2</b> demonstrate an understanding of how being active helps them to be healthy, both physically and mentally</p> <p><b>Movement Skills and Concepts:</b>  <b>C1.3</b> perform a variety of locomotor movements, travelling in different directions and using different body parts.</p> <p><b>Movement Strategies:</b>  <b>C2.1</b> demonstrate an understanding that different physical activities have different components (<i>e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette</i>), and apply this understanding as they participate in and explore a variety of individual and small-group activities</p>	<p>express their own feelings and understand and respond to the feelings of others.</p> <p><b>Healthy Relationships</b>  <b>A1.4</b> 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><b>Safety:</b>  <b>B3.1</b> 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><b>Movement Skills and Concepts:</b>  <b>C1.2</b> demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them.</p> <p><b>Personal Safety and Injury Prevention:</b>  <b>D2.3</b> 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>	TBD	<p><b>Physical Fitness:</b>  <b>B2.3</b> identify the physical signs of exertion during a variety of physical activities (<i>e.g., heart beats faster; body gets warmer; breathing becomes faster and deeper; perspiration increases</i>)</p> <p><b>Movement Skills and Concepts:</b>  <b>C1.1</b> perform a variety of static balances, using different body parts at different levels.</p> <p><b>C1.4</b> send objects of different shapes and sizes at different levels and in different ways, using different body parts</p> <p><b>Understanding Health Concepts:</b>  <b>D1.1</b> explain why people need food to have healthy bodies and minds</p> <p><b>Making Connections for Healthy Living:</b>  <b>D3.2</b> identify habits and behaviours (<i>e.g., excessive screen time or video game usage</i>) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives</p>
Unit Sequence & Dates	<b>PSPE Unit # 1</b> <b>August - October</b>	<b>PSPE Unit # 2</b> <b>October - December</b>	<b>PSPE Unit # 3</b> <b>January - April</b>	<b>Transdisciplinary Unit</b> <b>May - June</b>
<b>P3</b>	<p><b>How We Organize Ourselves</b></p> <p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> </ul>	<p><b>How We Organize Ourselves</b></p> <p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> </ul>	<p><b>How We Express Ourselves</b></p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social and cultural modes and practices of communication</li> </ul>	<p><b>How the world Works</b></p> <p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, <b>methods and tools</b></li> </ul>



	<ul style="list-style-type: none"> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>intentions, perceptions, interpretations and responses</li> </ul>	<ul style="list-style-type: none"> <li>discovery, design, innovation: possibilities and impacts</li> </ul>
	<p><b>Central idea:</b> Physical activities require skills, strategies and safety.</p> <p><b>Specified concepts:</b> Function, Connection, Responsibility</p> <p><b>Additional Concepts:</b> Community, relationship</p> <p><b>Lines of inquiry:</b> 1. Practicing skills lead to mastery 2. Motivation is a key element to success 3. Taking risks and safety are equally important</p> <p><b>Learner Profile:</b> Thinker, Reflective</p> <p><b>ATL Skills:</b> <b>Social Skills</b> SS1.2.2 Manage anger and resolve conflict.</p> <p><b>Thinking Skills</b> T1.3.1 Apply rules, strategies, and ideas from one context to another.</p>	<p><b>Central Idea:</b> Group games teach teamwork skills.</p> <p><b>Specified Concepts:</b> Function, Causation, Responsibility <b>Additional Concepts:</b> Teamwork, Winning, Losing</p> <p><b>Lines of Inquiry:</b> 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> <p><b>Learner Profile attributes:</b> Caring, Communicator</p> <p><b>ATL Skills:</b> <b>Communication Skills</b> C1.3.5 Give and receive meaningful feedback and feedforward.</p> <p><b>Self-management Skills</b> SM2.5.3 Work through disappointment.</p>	<p><b>Central Idea</b> Through movement and games we express ourselves and learn about the world.</p> <p><b>Specified Concepts:</b> Perspective, Form, Connection</p> <p><b>Additional Concepts:</b> Motion, Balance, Games</p> <p><b>Lines of inquiry:</b> 1. Creative Movements 2. Games and movements are connected to culture 3. We are responsible for our actions</p> <p><b>Learner Profile</b> Risk taker, Inquirer</p> <p><b>ATL Skills:</b> <b>Communication Skills</b> C1.3.4 Speak and express ideas clearly and logically in small and large groups.</p> <p><b>Research Skills</b> R1.1.3 Ask or design relevant questions of interest that can be researched.</p>	<p><b>Central Idea</b> Investigations and observations help us understand how simple machines enhance daily lives.</p> <p><b>Specified Concepts:</b> function, change, causation</p> <p><b>Additional Concepts:</b> technology, structure, efficiency, movement, discover, force</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b> 1. How simple machines work 2. The use of simple machines to make life easier 3. The ways we use science to test and observe the world around us.</p> <p><b>Learner Profile</b> Inquirer, Thinker</p> <p><b>ATL Skills:</b> <b>Thinking Skills:</b> T2.2.5 Ask “what if” questions and generate testable hypotheses.</p> <p><b>Self-Management Skills:</b> SM1.7 Use time effectively and appropriately.</p> <p><b>Self-Management Skills:</b> SM2.1.2 Be aware of body–mind connections.</p>

	<p><b>Learning Outcomes:</b></p> <p><b>Positive Motivation and Perseverance:</b>  <b>A1.3</b> 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><b>Safety:</b>  <b>B3.1</b> 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><b>Movement Skills and Concepts:</b>  <b>C1.1</b> perform a variety of static balances with and without equipment, using different body parts at different levels and making different body shapes</p> <p><b>C1.2</b> demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet</p> <p><b>Personal Safety and Injury Prevention:</b>  <b>D1.1</b> demonstrate an understanding of practices that enhance personal safety in the home, outdoors and when online</p> <p><b>D1.2</b> identify common food allergies and sensitivities and the reactions they might cause</p>	<p><b>Learning Outcomes:</b></p> <p><b>Stress Management and Coping:</b>  <b>A1.2</b> 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><b>Healthy Relationships</b>  <b>A1.4</b> 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><b>Physical Fitness:</b>  <b>B2.3</b> recognize their degree of exertion in physical activities by using simple assessment methods, and identify factors that affect their performance level.</p> <p><b>Movement Skills and Concepts</b>  <b>C1.3</b> perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways.</p> <p><b>Movement Strategies:</b>  <b>C2.2</b> apply a variety of simple tactics to increase their chances of success during physical activities</p>	<p><b>Learning Outcomes:</b></p> <p><b>Self-Awareness and Sense of Identity</b>  <b>A1.5</b> 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><b>Active Participation:</b>  <b>B1.3</b> identify reasons for participating in physical activity every day</p> <p><b>Physical Fitness</b>  <b>B2.1</b> 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><b>Movement Skills and Concepts:</b>  <b>C1.5</b> receive objects of different shapes and sizes at different levels and in various ways, using different body parts</p> <p><b>Making Healthy Choices</b>  <b>D2.1</b> use Canada's Food Guide to identify food and beverage choices that contribute to healthy eating patterns</p>	<p><b>Learning Outcomes:</b></p> <p>TBD</p>
--	--	--	--	---

\*Learning outcomes are taken from 2019 the Ontario Health and Physical Education document.

## Upper Primary – Mr. Chad Boudreau (P4) & Mr. Richie Li (P4 – P6)

Unit Sequence & Dates	PSPE Unit 1 August - October	PSPE Unit 2 October - December	PSPE Unit 3 January - April	Transdisciplinary Unit May 5 – June 19th
<b>P4</b>	<p><b>Who we are</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul> <p><b>Specified Concepts:</b> Function, Connection &amp; Responsibility</p> <p><b>Additional Concepts:</b> Motion, Technique &amp; Safety</p> <p><b>Central Idea:</b> Physical activities require skills, strategies, and safety.</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>Proper exercise with diet is the key to stay healthy and active.</li> <li>Appropriate warm-up helps us to stimulate our athletic potential.</li> <li>Taking risks and safety are equally important.</li> </ol> <p><b>Learner Profile:</b> Reflective &amp; Risk-takers</p> <p><b>ATL Skills:</b> <b>SM2.1.3</b> Use strategies to support concentration and overcome distractions.</p> <p><b>C1.1.4</b> Listen to and follow the information and directions of others.</p>	<p><b>How we express ourselves</b> An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul> <p><b>Specified Concepts:</b> Change, Perspective &amp; Form</p> <p><b>Additional Concepts:</b> Teamwork, Relationships &amp; Games</p> <p><b>Central Idea:</b> Through games and sports we connect and interact with each other.</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>People build relationship through games and sports.</li> <li>Sports involve different complex skills and require long periods of practice.</li> <li>Games and sports can contribute to the development of teamwork and leadership.</li> </ol> <p><b>Learner Profile:</b> Communicators &amp; Open-minded</p> <p><b>ATL Skills:</b> <b>R1.1.4</b> Outline a plan for finding necessary information.</p> <p><b>SS1.1.6</b> Listen closely to others' perspectives and to instructions.</p>	<p><b>Who we are.</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul> <p><b>Specified Concepts:</b> Form, Function &amp; Causation</p> <p><b>Additional Concepts:</b> Well-being, Exercise &amp; Lifestyles</p> <p><b>Central Idea:</b> Healthy choices lead to a balanced lifestyle.</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>Making wise choices on food.</li> <li>How daily exercise form our living habits.</li> <li>Factors that affect our physical, emotional, social development and overall health.</li> </ol> <p><b>Learner Profile:</b> Caring &amp; Knowledgeable</p> <p><b>ATL Skills:</b> <b>SM1.5</b> Plan short- and long-term tasks.</p> <p><b>SM1.6</b> Set goals that are challenging and realistic.</p>	<p><b>How the world works</b> An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design, innovation: possibilities and impacts</li> </ul> <p><b>Central Idea</b> Forces and motion create changes in the world around us.</p> <p><b>Specified Concepts:</b> connection, causation, change</p> <p><b>Additional Concepts:</b> forces, efficiency, change</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b></p> <ol style="list-style-type: none"> <li>Natural and human made forces (connection)</li> <li>Impacts of forces. (causation)</li> <li>How we use forces. (change)</li> </ol> <p><b>Learner Profile:</b> balanced, inquirer</p> <p><b>ATL Skills:</b> <b>SS1.1.9</b> Build consensus and negotiate effectively.</p>

				<p>SS1.1.12 Take on a variety of roles in group learning.</p> <p>T3.6 Transfer conceptual understandings across transdisciplinary themes and subjects.</p>
	<p><b>Learning Outcome</b></p> <p><b>A1.2</b> 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.(pool and class)</p> <p><b>D1.6</b> explain how the brain responds when it thinks there is a threat and how that response might affect thoughts, emotions, and actions.</p> <p><b>D1.2</b> demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol.</p> <p><b>B1.3</b> describe the physical and mental benefits of participating in physical activity every day. (class)</p> <p><b>B2.1</b> 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. (pool)</p>	<p><b>Learning Outcome</b></p> <p><b>A1.1</b> 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><b>A1.4</b> 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><b>D1.4</b> identify the characteristics of healthy relationships and describe ways of responding to bullying and other challenges.</p> <p><b>C1.2</b> demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control.</p>	<p><b>Learning Outcome</b></p> <p><b>A1.3</b> 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><b>A1.5</b> 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><b>B1.1</b> 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><b>B1.2</b> 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><b>D1.1</b> 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><b>Learning Outcome</b></p> <p><b>TBD</b></p>

	<p><b>B2.2</b> identify new capabilities and other benefits that may result from improved cardio- respiratory fitness.</p> <p><b>B2.4</b> develop and act on personal goals related to physical activity.</p> <p><b>B3.1</b> 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><b>B3.2</b> describe how to respond to accidents or injuries, including concussions, that are incurred while participating in physical activity.</p> <p><b>Subject focus:</b> physical education, social study, language</p>	<p><b>C1.3</b> 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><b>C1.4</b> send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment.</p> <p><b>C1.5</b> retain objects of different shapes and sizes in different ways, using different body parts and equipment.</p> <p><b>C1.1</b> perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment.</p> <p><b>C2.1</b> demonstrate an understanding that different physical activities have different components.</p> <p><b>C2.2</b> apply a variety of simple tactics to increase their chances of success during physical activities.</p> <p><b>D3.3</b> describe how visible differences and invisible differences make each person</p>	<p><b>D1.5</b> identify factors that affect physical development, social-emotional development, and the development of a healthy body image.</p> <p><b>D2.1</b> 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><b>D2.3</b> 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><b>D3.1</b> explain how local foods and foods from various cultures can be used to expand their range of healthy eating choices.</p> <p><b>Subject focus:</b> physical education, social study, mathematics</p>	
--	--	--	---	--

		<p>unique and identify ways of showing respect for differences in others.</p> <p><b>Subject focus:</b> physical education, performing art, music, drama.</p>		
	<b>PSPE Unit 1 August - October</b>	<b>PSPE Unit 2 October - December</b>	<b>Transdisciplinary Unit March 16 – April 30</b>	<b>PSPE Unit 3 May - June</b>
<b>P5</b>	<p><b>Who we are</b></p> <p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul> <p><b>Central idea:</b> Cultivating healthy living habits and nutritional awareness can shape lifelong well-being.</p> <p><b>Specified concepts:</b> Function, Connection &amp; Responsibility</p> <p><b>Additional concepts:</b> Well-being, Safety &amp; Nutrition</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>The key components of health and well-being.</li> <li>Good living habits help us form a balanced lifestyle.</li> <li>Keep daily exercise to stay active.</li> </ol> <p><b>Learner profile:</b> Communicators &amp; Risk-takers</p>	<p><b>Who we are</b></p> <p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul> <p><b>Specified concepts:</b> Causation, perspective &amp; responsibility</p> <p><b>Additional concepts:</b> Collaboration, Energy &amp; Fitness</p> <p><b>Central idea:</b> Promoting a culture of safe and inclusive physical activity fosters personal empowerment.</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>Strategies of collaboration and conflict resolution in the group activity.</li> <li>Active participation in various exercise can enhance our athletic ability.</li> <li>Proper warm-up can prevent sports injuries.</li> </ol> <p><b>Learner profile:</b> Communicator &amp; Knowledgeable</p> <p><b>ATL Skills:</b> ATL</p>	<p><b>How the World Works</b></p> <p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design, innovation: possibilities and impacts</li> </ul> <p><b>Central Idea</b> Machines are designed for a variety of purposes.</p> <p><b>Specified Concepts:</b> function, causation, connection</p> <p><b>Additional Concepts:</b> Impact, forces, mechanisms, motion,</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b></p> <ol style="list-style-type: none"> <li>Machines and their uses. (function)</li> <li>Machines improve our lives. (causation)</li> <li>Machines and humanity evolve together. (connection)</li> </ol> <p><b>Learner Profile:</b> thinker, reflective</p>	<p><b>How we express ourselves</b></p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul> <p><b>Central idea:</b> Movement involves different elements and can be expressed in various ways.</p> <p><b>Specified Concepts:</b> Change, Perspective &amp; Form</p> <p><b>Additional concepts:</b> Movement, Speed &amp; Endurance</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>Types of movement around the world.</li> <li>Mastery of expression requires constant practice.</li> <li>Creative ways we can express our ideas and cultures through movement.</li> </ol> <p><b>Learner profile:</b> Communicators &amp; Open-minded</p>

	<p><b>ATL Skills:</b></p> <p><b>SM1.7</b> Use time effectively and appropriately.</p> <p><b>SM1.8</b> Bring necessary equipment and supplies to class.</p>	<p><b>R1.2.6</b> Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p> <p><b>C4.1.7</b> Document information and observations in a variety of ways</p> <p><b>T1.1.5</b> Observe carefully in order to recognize problems.</p> <p>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><b>ATL</b></p> <p>R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p> <p>C4.1.7 Document information and observations in a variety of ways</p> <p>T1.1.5 Observe carefully in order to recognize problems.</p>	<p><b>ATL Skills:</b></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>
	<p><b>Learning Outcomes</b></p> <p><b>A1.2</b> 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><b>B2.1</b> 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><b>D1.1</b> 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><b>Learning Outcomes</b></p> <p><b>A1.3</b> 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><b>B1.1</b> 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><b>B1.2</b> demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate</p>	<p><b>Learning Outcomes</b></p> <p><b>TBD</b></p>	<p><b>Learning Outcomes</b></p> <p><b>A1.1</b> 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><b>C1.1</b> 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><b>C1.2</b> demonstrate the ability to jump and land, in control, from a low height.</p>



	<p><b>D1.5</b> describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.</p> <p><b>D2.1</b> 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><b>D2.4</b> demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.</p> <p><b>D2.5</b> demonstrate an understanding of how choices they make every day can have a positive impact on their mental health.</p> <p><b>D3.1</b> identify ways of promoting healthier eating habits in a variety of settings and situations.</p> <p><b>D3.3</b> 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>in a wide variety of individual and small-group activities and lead-up games.</p> <p><b>D2.2</b> apply a decision-making process to assess risks and make safe decisions in a variety of situations.</p> <p><b>D1.3</b> describe various types of bullying, abuse, and other non-consensual behavior, including cyberbullying, and identify the impacts they can have and appropriate ways of responding.</p> <p><b>B2.2 identify how different physical activities affect the body and contribute to physical fitness and good physical and mental health.</b></p> <p><b>B2.4</b> develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity.</p> <p><b>B3.1</b> 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><b>B3.2</b> describe common precautions for preventing accidents and injuries, including concussions, while participating in different types of physical activity.</p>		<p><b>C1.3</b> 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><b>C1.4</b> 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><b>C1.5</b> retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment.</p> <p><b>C2.1</b> 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><b>C2.2</b> 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>
--	--	--	--	--

				C2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.
	<b>PSPE Unit 1 August - October</b>	<b>Transdisciplinary Unit November 24 – January 16</b>	<b>PSPE Unit 2 January - April</b>	<b>PSPE Unit 3 May - June</b>
<b>P6</b>	<p><b>Who we are</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul> <p><b>Central idea:</b> Cultivating healthy living habits and nutritional awareness can shape lifelong well-being.</p> <p><b>Specified Concepts:</b> function, connection &amp; responsibility</p> <p><b>Additional Concepts:</b> Well-being, Safety &amp; Nutrition</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>The key components of health and well-being.</li> <li>Good living habits help us form a balanced lifestyle.</li> <li>Keep daily exercise to stay active.</li> </ol> <p><b>Learner profile:</b> Communicators &amp; Risk-takers</p> <p><b>ATL Skills:</b> SM2.5.6 Work through change.</p>	<p><b>Who we are</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul> <p><b>Central Idea:</b> Human body systems are interdependent and influenced by our choices and the environment.</p> <p><b>Specified Concepts:</b> function, connection, responsibility</p> <p><b>Additional Concepts:</b> health, interaction, puberty</p> <p><b>Lines of Inquiry:</b> <b>An inquiry into</b></p> <ol style="list-style-type: none"> <li>How body systems function and interact (function)</li> <li>How external factors affect human health (interaction)</li> <li>How personal choices influence well-being (responsibility)</li> </ol> <p><b>Learner Profile:</b> balanced, caring</p> <p><b>ATL Skills:</b></p>	<p><b>Who we are.</b> An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing.</li> </ul> <p><b>Central idea:</b> Effective teamwork and collaboration in sports foster essential skills that promote personal growth and community connection.</p> <p><b>Specified Concepts:</b> change, form &amp; responsibility</p> <p><b>Additional Concepts:</b> Communication, Trust &amp; Safety</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>Skills development through various sports and physical activities.</li> <li>The role of communication in team success</li> <li>Build trust and responsibility in teams</li> </ol> <p><b>Learner profile:</b> Principled &amp; Knowledgeable</p> <p><b>ATL Skills:</b></p>	<p><b>How the world works</b> An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design, innovation: possibilities and impacts</li> </ul> <p><b>Central idea:</b> All actions and interactions involve forces, which follow scientific and universal rules.</p> <p><b>Specified Concept:</b> causation perspective &amp; form</p> <p><b>Additional Concepts:</b> development &amp; force</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>Types of forces.</li> <li>Interaction among forces.</li> <li>Application of forces in daily lives (Athletics Activities)</li> </ol> <p><b>Learner profile:</b> reflective &amp; open-minded</p> <p><b>ATL Skills:</b> R1.2.4 Gather information from a variety of primary and secondary sources.</p>

	C1.3.7 Discuss and negotiate ideas and knowledge with peers and teachers.	<p>SS1.2.5 Be aware of own and others' emotions.</p> <p>SM2.4.1 Practice positive thinking and language that reinforces self-motivation.</p> <p>C4.1.7 Document information and observations in a variety of ways.</p>	<p>SM1.12 Take on and complete tasks as agreed.</p> <p>SM1.13 Delegate and share responsibility for decision-making.</p>	SS1.1.11 Encourage others to contribute
	<p><b>Learning Outcomes</b></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>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>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</p>	<p><b>Learning Outcomes</b></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 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,</p>	<p><b>Learning Outcome</b></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>A1.4 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>B1.1 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>D1.1 identify trusted people that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other</p>	<p><b>Learning Outcome</b></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>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>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,</p>

	<p>social impacts that may result from these changes.</p> <p><b>D2.1</b> 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><b>D2.4</b> demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.</p> <p><b>D2.5</b> demonstrate an understanding of how choices they make every day can have a positive impact on their mental health.</p> <p><b>D3.1</b> identify ways of promoting healthier eating habits in a variety of settings and situations.</p> <p><b>D3.3</b> 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>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>non-consensual behavior, and abusive and violent situations.</p> <p><b>B3.1</b> 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><b>B3.2</b> 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><b>C2.3</b> apply a variety of tactical solutions to increase their chances of success as they participate in physical activities.</p>	<p>adjusting for speed, while applying basic principles of movement.</p> <p><b>C1.5</b> retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment.</p> <p><b>C2.1</b> demonstrate an understanding of the components of physical activities and apply this understanding as they participate in a variety of physical activities.</p> <p><b>C2.2</b> 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>
--	--	---	---	--

\*Learning outcomes are taken from 2019 the Ontario Health and Physical Education document.