

KINDERGARTEN	Guiding Question (Learning Outcome)	KUSP Summary			
		1.1	1.2	1.3	
1. Active Living (K)	PE Included daily (PA in various contexts)	Indiv / Group PA includes Play; Transportation; recreation; seasons	PA balanced with rest	Games/PA done as indiv. or group	
1. Active Living (U)		1. Explore PA diff contexts / seasons	2. PA = expend energy	3. PA in 7 dimensions	
1. Active Living (S/P)	PE Included daily (PA in various contexts)	Perform PA the provides personal enjoyment	Discuss; rest allows body to recover from PA	Participate in variety of PA and Games	
	2A (Tactics)	2A1	2B (Mvmt Skills)	2B1	2B2
2. Movement Skill Development (K) PART ONE	Body Awareness facilitates movement (St. explore SA in various PA Contexts)	1. SA incl. knowing where you are in relation to: People, objects, surrounding environment	Body Awareness facilitates movement (St. investigate mvmt. of body)	1. Mvmt Occurs in variety of ways Walking, running, jumping, throwing, kicking, catching	2. Indoors include: Gym, Classroom, Arena Outdoors include: Ice; snow; air; water; land
2. Movement Skill Development (U) PART ONE		1. SA helps people stay safe in PA		1. Mvmt = PA that includes change and position of Physical location	2. Mvmt can occur indoors and outdoors
2. Movement Skill Development (S/P) PART ONE	Body Awareness facilitates movement	1. Practice mvmt with SA	Investigate Body Mvmt	1. Practice mvmt in any direction from point to point	2. Explore mvmt in indoor and outdoor contexts
	2C (Soc/Emot)	2C1	2C2		2B3
2. Movement Skill Development (U) PART TWO	What is Fair Play (Explore FP in variety of PA)	1. FP = set of expectations to help indiv. connect in PA	2. FP incl Honesty, Respect nad Goodwill		
2. Movement Skill Development (U) PART TWO		1. FP informs decisions to support pos. relationships.	2. FP ensures fairness in PA		
2. Movement Skill Development (S/P) PART TWO	What is Fair Play	1. Explore what FP looks like in various PA	2. Demo respect for others in PA		
	3	3.1	3.2	3.3	3.4
3. Character Development (K)	Personal Characteristics influence feelings and emotions (St. Describe personal characteristics / explore feelings and emotions)	1. Personal Character contribute to indiv. view (body image) Including: strengths; talents; virtues	2. Expression of feelings can be: physical; artistic; verbal; written	3. Indiv. experience feelings differently. Range of feelings from happy - sad - surprise	Emotional Strategies: break; change; ask for help Support: Family; educators; counselors; Elders; Knowledge keepers.
3. Character Development (U)		1. Personal Characteristics rep. indiv in spec. time and place	2. Feelings can be shared, identified, expressed and described	3. Everyone experiences feelings and emotions	
3. Character Development (S/P)	Personal Characteristics influence feelings and emotions	1. ID. personal characteristics and how they can be unique or shared	2. Express feelings in various ways	3. Recognize feelings/emotions are part of human experience	4. ID. strategies to deal with emotions in diff. situations
4	4	4.1	4.2	4.3	
4. Safety (K)	Boundaries in different situations (St. recognize boundaries in various situations)	1. Boundaries in work and play incl: rules; symbols; signs; digital citizenship	2. Permission communicated verbally with "Yes" and "no", Non-verbally. Request permission with: "May I..."; "Can I, please?"; "Is it OK?"	3. Personal boundaries can be communicated with words or actions	
4. Safety (U)		1. Boundaries = guidelines to keep people safe	2. Boundaries created through permission or refusal	3. Boundaries communicate how people want to be treated	
4. Safety (S/P)	Boundaries in different situations	1. Describe personal, physical, visual Boundaries	2. Indicate permission verbally Indicate refusal verbally and nonverbally in various contexts	3. ID how to communicate personal needs and expectations	
		5.1	5.2		
5. Healthy Eating (K)	Food is necessary for life (St. explore how food is connected to daily life)	1. Food is what indiv. eat / drink	2. Food obtained from markets, grocery stores, from land Food from land from: Gardening, fishing, hunting, farming		
5. Healthy Eating (U)		1. Food provides energy for body to function and grow	2. Food obtained from variety of sources		
5. Healthy Eating (S/P)	Food is necessary for life	1. Explore variety of foods that help body grow	2. ID sources and origins of variety of foods		
	5	5.1	5.2		
5. Healthy Eating	What food is necessary for life?	1. Food = energy to function and grow	2. Food obtained from variety of sources		
6	6	6.1	6.2		
6. Healthy Relationships (K)	Healthy Relationships (St. examine healthy relationships in play and learning enviro.)	1. Health relationships, based on shared experience/interests, kindness and mutual respect Person can be connected to: people, the land, animals, a place	2. Healthy relationships lead to broad range of feelings and result in feeling loved, respected, cared for and valued		
6. Healthy Relationships (U)		1. Relationships about being connected / friendships unique connection b/w two people	2. Healthy relationships support social-emotional well being		
6. Healthy Relationships (S/P)	Healthy Relationships	Describe how people are connected to the above Define and practice friendship	2. Discuss impact of healthy relat. on Pers. feelings		
7	7	7.1	7.2		
7. Growth and Develop (K)	Growth Unique to Indv (St. ID phys. growth	1. Phys. growth can be observed	2. Growth involves changes in bodies		
7. Growth and Develop (U)		1. Phys. growth diff. for everyone	2. Bodies are special / unique		
7. Growth and Develop (S/P)	Growth Unique to Individual	1. Recognize PE diff. for everyone.	2. Describe phys. changes in body since birth		
		8.1			
8. Financial Literacy (K)	What is money? (St. explore money)	1. Cnd. Money has many forms of coin / bills Diff. denominations such s \$1 to \$10 Cnd. money diff. features such as: colour, number, image size			
8. Financial Literacy (U)		Money has unique features to represent value			
8. Financial Literacy (S/P)	What is money?	Explore value of Cnd. coins / bills ID features of Cnd. coins / bills			

Assessment Strands Print-off

KINDERGARTEN	Guiding Question (Learning Outcome)	KUSP Summary			
		1.1	1.2	1.2	
1. Active Living (S/P)	PE Included daily (PA in various contexts)	Perform PA the provides personal enjoyment	Discuss: rest allows body to recover from PA	Participate in variety of PA and Games	
	2A (Tactics)	2A1	2B (Mvmt Skills)	2B1	2B2
2. Movement Skill Development PART ONE	Body Awareness facilitates movement	1. Practice mvmt with SA	Investigate Body Mvmt	1. Practice mvmt in any direction from point to point	2. Explore mvmt in indoor and outdoor contexts
	2C (Soc/Emot)	2C1	2C2		2B3
2. Movement Skill Development (S/P) PART TWO	What is Fair Play	1. Explore what FP looks like in various PA	2. Demo respect for others in PA		
	3	3.1	3.2	3.3	3.4
3. Character Development (S/P)	Personal Characteristics influence feelings and emotions	1. ID. personal characteristics and how they can be unique or shared	2. Express feelings in various ways	3. Recognize feelings/emotions are part of human experience	4. ID. strategies to deal with emotions in diff. situations
4	4	4.1	4.2	4.3	
4. Safety (S/P)	Boundaries in different situations	1. Describe personal, physical, visual Boundaries	2. Indicate permission verbally Indicate refusal verbally and nonverbally in various contexts	3. ID how to communicate personal needs and expectations	
		5.1	5.2		
5. Healthy Eating (S/P)	Food is necessary for life	1. Explore variety of foods that help body grow	2. ID sources and origins of variety of foods		
	5	5.1	5.2		
5. Healthy Eating	What food is necessary for life?	1. Food = energy to function and grow	2. Food obtained from variety of sources		
6	6	6.1	6.2		
6. Healthy Relationships (S/P)	Healthy Relationships	Describe how people are connected to the above Define and practice friendship	2. Discuss impact of healthy relat. on Pers. feelings		
7	7	7.1	7.2		
7. Growth and Develop (S/P)	Growth Unique to Individual	1. Recognize PE diff. for everyone.	2. Describe phys. changes in body since birth		
		8.1			
8. Financial Literacy (S/P)	What is money?	Explore value of Cnd. coins / bills ID features of Cnd. coins / bills			

Grade 1						
Org. Idea	Guiding Question (Learning Outcome)	KUSP Summary				
	1	1.1	1.2	1.3	1.4	
1. Active Living (K)	PE Contribute to health (St. investigate benefits of PA)	1. Changes with PA: faster breathing and HR, feeling good, increased thirst	2. PA mental health benefits: Happiness, calmness, improved sleep, pos. relationships	3. Long Term Health Benefits of PA: Stronger bones and muscles, improved brain funct.	4. Daily opportunities or PA: Play structured, unstructured or adventurous Adventurous play = challenge outdoors indiv. or group games/activities	
1. Active Living (U)		1. PA causes immediate change to body	2. PA support mental and physical Health	3. Regular PA has health benefit to prevent illness	4. Daily PA foundation of Healthy Lifestyle	
1. Active Living (S/P)	PE Contribute to health	1. Experience changes in body with PA	2. Participate in PA to improve well-being Reflect on personal feelings/emot. well being after PA	3. Describe health benefits of regular PA	Select a variety of PA to experience regularly	
	2A (Tactics)	2A1	2A2	2B (Mvmt. Skills)	2B1	2B2
2. Movement Skill Development (K) PART ONE	Awareness of surroundings impacts mvmt. (St. explore SA in variety of contexts)	1. SA = judge distance to: people, objects, surroundings Personal Space = immediate space around indiv. General Space = space in defined area	2. Responses for safety with mvmt through General Space: Adjust location/distance, demo control, stopping on signal, moving safely	Awareness of surroundings impacts mvmt. (St. exhibit SA in variety of PA)	1. Locomotion occurs in many ways: crawling, skipping, hopping, rolling, leaping. First Nations PA played for specific purposes for daily life	2. Non-Locomotor mvmts: balancing, twisting, bending
2. Movement Skill Development (U) PART ONE		1. Demo. diff. Mvmt Types in personal and general space / moving to maintain personal space with mvmt in general space	2. Use enviro. cues to help SA		1. Locomotion mvmt = body travels from a to b	2. Non-locomotor = mvmt in personal space
2. Movement Skill Development (S/P) PART ONE	Awareness of surroundings impacts mvmt.	1. Demo. various ways to move safely through space in PA	2. Demo appropriate response to enviro cues	Awareness of surroundings impacts mvmt.	1. Demo locomotor movements in variety of PA Participate in First Nation, Inuit and Metis PA and Games	3. Object Manipulation = control and handle object with body
	2C (Soc/Emot)	2C1	2C2			2B3
2. Movement Skill Development (K) PART TWO	Fair Play contributes to engagement to PA (St. Demo. FP and encouragement in variety of PA)	1. FP supports: Motivation, participation, feeling of being valued FP involves: Building relationships regardless of skill	2. FP includes: Respecting rules, taking turns, encouraging others, acknowledging others success, following rules of play			3. Object manipulation: Sending object (push, throw, kick) Receive object (incl. catch) Retain object (trap, carry)
2. Movement Skill Development (U) PART TWO		1. FP = acknowledge importance of everyone	2. FP comes from sense of responsibility in variety of PA			
2. Movement Skill Development (S/P) PART TWO	Fair Play contributes to engagement to PA	1. Demo. how FP encourages partic.	2. Demo. practices of FP			
		3.1	3.2	3.3	3.4	3.5
3. Character Development (K)	Personal Characters contribute to self-understanding (St. Examine pers. characteristics, emotions, feelings, and relate to self understanding)	1. Personal Characteristics unique and shared	2. Pers. Char. describe strengths and abilities First Nations recognize Pers. Char. as gifts Ares to devel. patience, honesty, kindness, compassion, empathy.	3. Emotions show how indiv. feel and have a range of expression: love, sadness, frustration, joy	4. Thoughts, feelings, emotions connected to behaviour Choose appropriate responses: Focus on breath, mvmt break, seek help, identify feelings	5. Reflection and feedback on feelings/emot. contribute to Personal growth
3. Character Development (U)		1. Personal Characteristics contribute to: Self worth, self-confidence, self-understanding	2. Pers. Char. help indiv. understand self Diff Cultures acknowledge Pers. Char. in diff. ways	3. Feelings can be experienced and observed Feelings can be identified and communicated	4. Feelings, body, brain are interconnected	5. Indiv. experience affect feelings/emotions Feelings/emot. can influence ling.
3. Character Development (S/P)	Personal Characters contribute to self-understanding	1. Recognize how indiv / group characteristics are unique and valued	2. Describe Pers. learning strengths and abilities Explore how First Nations, Inuit and Metis view Pers. Char. as gifts that contribute to community Recognize how cultures celebrate Pers. Char.	3. Recognize how emotions can be expressed	4. ID. responses to emotions	5. Reflect on feelings and emotions as result of various PA
		4.1	4.2	4.3	4.4	
4. Safety (K)	Boundaries contribute to safety (St. Explain how boundaries connect to safety)	1. Consent incl. giving / agreeing to something, asking for permission Refusal can be verbal or non-verbal: shaking head, facial expression, hand gestures, walking away	2. Safety incl. diff between situations that are safe and unsafe / uncomfortable	3. Boundaries can change in situations incl. type of activity, people involved, purpose, use of tech.	4. Pers / group Boundaries expressed through: rules, symbols, signs, body language Safe and unsafe Substances at home, school, community Harmful substances: household products, medication, poison	
4. Safety (U)		1. Pers. Boundaries connected to indiv. body and personal space Consent = clear communication of permission and refusal	2. When boundaries are crossed, can tell trusted adult Important to ask for help in situations that do not feel safe	3. Boundaries can change over time or in diff situations	Substances can be harmful	
4. Safety (S/P)	Boundaries contribute to safety	1. Practice ways to express, obtain and refuse consent = personal Boundaries	2. Identify trusted adults in school and community Describe diff. between safe and unsafe / uncomfortable situations	3. Discuss situations or reasons that lead to boundary change	4. Needs and wants to connect to feelings of safety and security ID. how Boundaries protect pers. / group ID. harmful household substances	
		5.1	5.2			
5. Healthy Eating (K)	Food impacts well-being (St. examine external factors that influence food choices and decisions)	1. Whole foods found in nature incl. fruit, veg- legumes, nuts, grains Processed food include whole foods changed or added to incl. cooked, canned, frozen, dried (modified?)	2. Variety of foods provide more / less of what body needs Indiv. make decisions about what to eat as part of well-being			
5. Healthy Eating (U)		1. Foods can be natural or processed	2. Variety of foods needed by body to grow and develop Indiv. expand food preferences by trying new foods			
5. Healthy Eating (S/P)	Food impacts well-being	1. Differentiate between whole and processed foods	2. Examine decisions made in choosing food ID. foods that contribute to growth and devel. of body			
		6.1	6.2			
6. Healthy Relationships (K)	Connections support Healthy Relationships (St. investigate how connections in play and educational settings lead support healthy relationships)	1. Playgrounds and community centres	2. Healthy relat. (friendships) develop with trust and shared experience			
6. Healthy Relationships (U)		1. Communal spaces bring people together	2. Healthy relat. essential human need for social-emot. well being			
6. Healthy Relationships (S/P)	Connections support Healthy Relationships	1. Describe ways community supports relationships with others	2. Explain how shared goal support healthy relat. Explore how healthy relationships, fulfills human need Practice words / actions that support friendship			
		7.1	7.2			
7. Growth and Develop (K)	Growth Multi-Faceted (St. investigate growth and how it is connected to healthy practices)	1. Phys growth begins before birth and lasts lifetime Phys growth occur over time Parts of body can be ID using proper names	2. Healthy Hygiene: dental, hand washing / sanitization, cover up cough/sneezes, not sharing personal things, sleep and rest			
7. Growth and Develop (U)		1. Phys growth = feature change Changes unique and can be proud	2. Healthy hygiene support health and growth			
7. Growth and Develop (S/P)	Growth Multi-Faceted	1. Describe how body grows and changes over time	2. Describe healthy hygiene practices			
		8.1	8.1 cont			
8. Financial Literacy (K)	Ways money can be used (St. explore money and how it is used in everyday life)	1. Cnd. Money has many forms of coin / bills, debit / credit cards Diff. denominations range from nickel to \$100 bill Cnd. money diff. images and incl. wildlife, sports, boats, emblems, historical figures colour, number, image size	Ways money can be used (St. explore money and how it is used in everyday life)			
8. Financial Literacy (U)		1. Money used to exchange for goods and services Money has value and purpose in everyday life	1. Money ha unique features that represent its value			
8. Financial Literacy (S/P)	Ways money can be used	1. Explore value of Cnd. bills / coins Sort Cnd. bills / coins	1. Identify goods and services that can be exchanged for money (class economy)			
Assessment Strands Print-off						
Org. Idea	Guiding Question	KUSP Summary				
	1	1.1	1.2	1.3	1.4	
1. Active Living (S/P)	PE Contribute to health	1. Experience changes in body with PA	2. Participate in PA to improve well-being Reflect on personal feelings/emot. well being after PA	3. Describe health benefits of regular PA	Select a variety of PA to experience regularly	
	2A (Tactics)	2A1	2A2	2B (Mvmt. Skills)	2B1	2B2
2. Movement Skill Development (S/P) PART ONE	Awareness of surroundings impacts mvmt	1. Demo. various ways to move safely through space in PA	2. Demo appropriate response to enviro cues	Awareness of surroundings impacts mvmt.	1. Demo locomotor movements in variety of PA Participate in First Nation, Inuit and Metis PA and Games	2. Perform non-locomotor mvmts. in PA
	2C (Soc/Emot)	2C1	2C2			2B3
2. Movement Skill Development (S/P) PART TWO	Fair Play contributes to engagement to PA	1. Demo. how FP encourages partic.	2. Demo. practices of FP			3. Demo. variety of object manipulation skills Select appropriate skill for various PA contexts.
		3.1	3.2	3.3	3.4	3.5
3. Character Development (S/P)	Personal Characters contribute to self-understanding	1. Recognize how indiv / group characteristics are unique and valued	2. Describe Pers. learning strengths and abilities Explore how First Nations, Inuit and Metis view Pers. Char. as gifts that contribute to community Recognize how cultures celebrate Pers. Char.	3. Recognize how emotions can be expressed	4. ID. responses to emotions	5. Reflect on feelings and emotions as result of various PA
		4.1	4.2	4.3	4.4	
4. Safety (S/P)	Boundaries contribute to safety	1. Practice ways to express, obtain and refuse consent = personal Boundaries	2. Identify trusted adults in school and community Describe diff. between safe and unsafe / uncomfortable situations	3. Discuss situations or reasons that lead to boundary change	4. Needs and wants to connect to feelings of safety and security ID. how Boundaries protect pers. / group ID. harmful household substances	
		5.1	5.2			
5. Healthy Eating (S/P)	Food impacts well-being	1. Differentiate between whole and processed foods	2. Examine decisions made in choosing food ID. foods that contribute to growth and devel. of body			
		6.1	6.2			
6. Healthy Relationships (S/P)	Connections support Healthy Relationships	1. Describe ways community supports relationships with others	2. Explain how shared goal support healthy relat. Explore how healthy relationships, fulfills human need Practice words / actions that support friendship			
		7.1	7.2			
7. Growth and Develop (S/P)	Growth Multi-Faceted	1. Describe how body grows and changes over time	2. Describe healthy hygiene practices			
		8.1	8.1 cont			
8. Financial Literacy (S/P)	Ways money can be used	1. Explore value of Cnd. bills / coins Sort Cnd. bills / coins	1. Identify goods and services that can be exchanged for money (class economy)			

Grade 2										
Org. Idea	Guiding Question (Learning Outcome)	KUSP Summary								
		1.1		1.1 Cont	1.2	1.3	1.4	1.5	1.6	
1. Active Living (K)	What Makes PE Meaningful (SI: relate PE to personal experience)	1. Factors influence PA: Peers, family, culture, enviro (built and natural), cost		1. Adventurous play provides opportunity to: Find PA limits, devel. confidence / independence, experience healthy stress, devel. mvmt skills, decision making/problem solving skills, Phys. literacy.	2. Many PA experienced on land and across lifespan and require safety measures (and training): Hunting, trapping, fishing, gathering, nature walks, hiking, snowshoeing, kayaking...	3. Personal factors affecting PA include: Taste, injury, enjoyment	4. Prep / recovery support endurance, flex, and reduce risk of injury incl. Nutrition / hydration, warm-up / cool down, equip, clothing, footwear.	5. PA promote positive interactions via. share interests, goals, experiences	6. Levels of exertion in PA: Light, Moderate, Vigorous	
1. Active Living (U)		1. PA influenced by many factors: Competence, confidence and motivation increase pers. engagement in PA		2. PA can be connected to experiences on land		3. PA can be modified for pers. factor	4. PA enhanced through prep. and recovery	5. Partic. in PA supports mental health and healthy relationships.	6. PA requires varying deg. of exertion and energy	
1. Active Living (S/ P)	What Makes PE Meaningful	ID. factors influencing PA		Describe experiences as result of partic. in adventurous play.	2. Participate in PA on the land: Discuss safety measures related to land-based activities.	3. Participate in activities that provide personal enjoyment.	4. Demo approp. prep / recovery for PA.	5. Demo positive interactions during PA.	6. Participate in PA that requires various levels of exertion and energy.	
		2A (Tactics)	2A1	2A2	2A3	B (Mvmt Skills)	2B1	2B2	2B3	
2. Movement Skill Development (K) PART ONE	Awareness and Mvmt Connected (SI: refine and apply SA in various PA)	1. SA = move body through space		2. SA incl. ongoing decision making in relation to people and objects		Awareness and Mvmt Connected (Students modify mvmt to improve control and efficiency)	4. Prep phase: face target, stable, lower center of gravity. Carryout phase: gathering momentum (rotation). Completion phase: follow through, slow down, regain stability	5. Feedback / practice can refine and correct mvmt. skills	6. Locomotor eg: gallop, wheel, jog Non-Locomotor: swing, hang, land Object manip: send, incl, pass / pull, retain, incl bounce, receive, incl, collect	
2. Movement Skill Development (U) PART ONE		1. SA improved through scanning and assessment of surroundings		2. Effective decisions making = favourable mvmt outcomes		3. SA influences mvmt within and across PA	4. Three phases of mvmt: Prep., carryout, completion / follow through	5. Mvmt skills needs practice and effort Perf. in PA enhanced by effort and practice Feedback / practice enhance perf. enjoyment, Phys. literacy	6. Learned mvmt utilized across PA	
2. Movement Skill Development (S/ P) PART ONE	Awareness and Mvmt Connected	1. Scan and assess surroundings to support SA		2. Refine mvmt skills in relation to people and objects in PA		3. Modify and adapt game play based on awareness of spatial changes	Awareness and Mvmt Connected	4. Experiment with 3 phases in variety of PA Modify 1 or more phases of mvmt to improve control / efficiency	5. Partic. in repeated practice for skill devel. (skill mastery over term) Reflect on perf. of mvmt skills and refine	6. Transfer mvmt. skills across PA's
		2C (Soc / Emot)	2C1	2C2						
2. Movement Skill Development (K) PART TWO	TW support participation, safety, enjoyment (SI: examine roles, responsibility, fair play, respect, support, kind language)			1. Behav. that support partic.: Fair play, respect, support, kind language						
2. Movement Skill Development (U) PART TWO		1. PA's have expectations to support partic., safety and enjoyment for all		2. PA requires TW TW = working with others to achieve a common goal (not competition)						
2. Movement Skill Development (S/ P) PART TWO	TW support participation, safety, enjoyment	1. Display behav. that support partic. safety, partic. enjoyment		2. Exhibit TW in variety of PA						
		3.1	3.2	3.3	3.4	3.5	3.6			
3. Character Development (K)	Roles and Character Development (SI: examine roles, responsibility, self regulation to self-understanding)	1. Role = specific position holds in work, social or relationship		2. Variety of roles within community		4. Self-regulation = control over attention, thoughts, emotions and behavior	5. Self-regulation strategies: Breathing, PA, nutrition / hydration, thinking before responding, recognizing challenges	6. Self-reg. devel. with help: Parents, family, educators, health care profs., spiritual leaders, elders, knowledge keepers		
3. Character Development (U)		1. Roles have diff. responsibilities.		2. Sense of comm. devel. with awareness of role / response. of indiv. in a community		3. Comm incl. people, animal, land and all are interconnected	4. Self-reg. help decrease stress / manage anxiety	5. Self-reg. strategies maintain / enhance positive emotions	6. Self-reg. connected to signals from mn, body and spirit	
3. Character Development (S/ P)	Roles and Character Development	1. Describe / compare resp. in diff. roles Participate in variety of roles in lng. contexts		2. Examine ways indiv. positively contribute to comm. through diff. roles Investigate opp. to partic. in community roles		3. Examine ways indiv. contribute to comm. through roles	4. Explain health benefits of Self-reg.	5. Describe strategies for self-reg. Practice Variety of Self-reg. strategies	6. Explore ways comm. work to support self-reg. ID. signals that support self-reg	
4		4.1	4.2	4.3	4.3					
4. Safety (K)	How to promote Safety (SI: examine roles, responsibility, safety regulation in variety of situations)	1. Safety strat define in: Home, school, online, emergencies		2. Safety = indiv. free from phys. harm, injury, illness, emot. harm. Decisions of safety incl. accepting / refusing consent.		3. Substances can be harmful if used improperly Safety concerns are specific to situation and context				
4. Safety (U)		1. Safety strategy can be practiced		2. Safety survival need Indiv. consent important to decisions Trusted adults as support in unsafe / uncomfortable situations		3. Safety involves risk assessment of situation and substances				
4. Safety (S/ P)	How to promote Safety	1. Practice safety strategies in various situations		2. Discuss ways to respond in unsafe / uncomfortable situations		3. Classify situation as safe or unsafe Describe situations where substances may be harmful Examine how safety can be improved in various situations				
		5.1	5.2	5.3	5.4					
5. Healthy Eating (K)	Food impacts well-being (SI: Examine internal / external factors that influence food choices / decisions)	1. Cues assoc. with hunger incl.: Stomach growling, low energy, irritability Cues assoc. with thirst incl.: Dry mouth, low energy, headache		2. Food guidelines provide info. about variety of food needed by body		3. Food allergies are body reacting to food Allergic reactions to food can be mild to severe to anaphylactic shock	4. Food can foster: Community connection, family, tradition, celebration			
5. Healthy Eating (U)		1. Body provides cues to tell indiv. when hungry or thirsty		2. Food guidelines help inform decision making		3. Foods can contain risks and benefits to indiv. health	4. Food can provide opportunity for indiv. to experience culture / traditions			
5. Healthy Eating (S/ P)	Food impacts well-being	1. Discuss cues assoc. with hunger and thirst		2. Explore recommendations from variety of food guidelines to support nutritional decisions		3. Examine pers. food preferences ID pers. food allergies	4. Discuss ways food provides insight into culture / culture / traditions			
6		6.1	6.2	6.2						
6. Healthy Relationships (K)	Healthy Relationships portrayed in various contexts (SI: connect healthy relationships to a variety of contexts)	1. Healthy relationships stronger with frequent / ongoing interactions		2. Friendships devel. with: sharing, listening to ideas, shared experiences						
6. Healthy Relationships (U)		1. Healthy relat. include bonds with people or nature		2. Connections in comm. devel. social-emotional well-being						
6. Healthy Relationships (S/ P)	Healthy Relationships Portrayed in various contexts	1. Reflect on how pers. relat. are maintained or strengthened		2. ID. comm. supports to enhance well-being Practice sharing/wand listening to ideas of others						
7		7.1	7.2	7.2						
7. Growth and Develop (K)	Growth changes over time (SI: examine how growth is affected by variables)	1. Body image = how indiv. views and feels about body Factors: foot, PA, rest, family traits		2. Body parts that exhibit diff. rates of growth: hair, foot size, height						
7. Growth and Develop (U)		1. Positive body image = accept and appreciate changes in body		2. Body growth varies and occurs at diff. rates						
7. Growth and Develop (S/ P)	Growth changes over time	1. Recognize how various factors affect healthy growth		2. Acknowledge body parts that growth is clearly visible						
		8.1	8.1 cont	8.1 cont						
8. Financial Literacy (K)	Money Management is influenced by decision making (SI: relate money to decision making)	1. Decisions about money incl. how much to: Spend, save, share Indiv. have finite amount of money to spend Money spent on one item = less to spend on other items / activities Indiv. can save money for something in future		1. Indiv. can donate money to charity / organizations to support a cause or others Money can be earned in exchange for work that idene of goods and services provided Responsible decision making involves spending money on needs before wants						
8. Financial Literacy (U)		1. Managing money involves decision making		1. Decisions related to money are based on needs and wants						
8. Financial Literacy (S/ P)	Money Management is influenced by decision making	1. Distinguish between a paying job and volunteer work Describe how money can be divided for diff. purposes		1. Practice making money-related decisions in various contexts						
Assessment Strands Print-off										
		1.1		1.1 Cont	1.2	1.3	1.4	1.5	1.6	
1. Active Living (S/ P)	What Makes PE Meaningful	ID. factors influencing PA		Describe experiences as result of partic. in adventurous play.	2. Participate in PA on the land: Discuss safety measures related to land-based activities.	3. Participate in activities that provide personal enjoyment.	4. Demo approp. prep / recovery for PA.	5. Demo positive interactions during PA.	6. Participate in PA that requires various levels of exertion and energy.	
		2A (Tactics)	2A1	2A2	2A3	B (Mvmt Skills)	2B1	2B2	2B3	
2. Movement Skill Development (S/ P) PART ONE	Awareness and Mvmt Connected	1. Scan and assess surroundings to support SA		2. Refine mvmt skills in relation to people and objects in PA		3. Modify and adapt game play based on awareness of spatial changes	Awareness and Mvmt Connected	4. Experiment with 3 phases in variety of PA Modify 1 or more phases of mvmt to improve control / efficiency	5. Partic. in repeated practice for skill devel. (skill mastery over term) Reflect on perf. of mvmt skills and refine	6. Transfer mvmt. skills across PA's
		2C (Soc / Emot)	2C1	2C2						
2. Movement Skill Development (S/ P) PART TWO	TW support participation, safety, enjoyment	1. Display behav. that support partic. safety, partic. enjoyment		2. Exhibit TW in variety of PA						
		3.1	3.2	3.3	3.4	3.5	3.6			
3. Character Development (S/ P)	Roles and Character Development	1. Describe / compare resp. in diff. roles Participate in variety of roles in lng. contexts		2. Examine ways indiv. positively contribute to comm. through diff. roles Investigate opp. to partic. in community roles		3. Examine ways indiv. contribute to comm. through roles	4. Explain health benefits of Self-reg.	5. Describe strategies for self-reg. Practice Variety of Self-reg. strategies	6. Explore ways comm. work to support self-reg. ID. signals that support self-reg	
4		4.1	4.2	4.3	4.3					
4. Safety (S/ P)	How to promote Safety	1. Practice safety strategies in various situations		2. Discuss ways to respond in unsafe / uncomfortable situations		3. Classify situation as safe or unsafe Describe situations where substances may be harmful Examine how safety can be improved in various situations				
		5.1	5.2	5.3	5.4					
5. Healthy Eating (S/ P)	Food impacts well-being	1. Discuss cues assoc. with hunger and thirst		2. Explore recommendations from variety of food guidelines to support nutritional decisions		3. Examine pers. food preferences ID pers. food allergies	4. Discuss ways food provides insight into culture / culture / traditions			
6		6.1	6.2	6.2						
6. Healthy Relationships (S/ P)	Healthy Relationships Portrayed in various contexts	1. Reflect on how pers. relat. are maintained or strengthened		2. ID. comm. supports to enhance well-being Practice sharing/wand listening to ideas of others						
7		7.1	7.2	7.2						
7. Growth and Develop (S/ P)	Growth changes over time	1. Recognize how various factors affect healthy growth		2. Acknowledge body parts that growth is clearly visible						
		8.1	8.1 cont	8.1 cont						
8. Financial Literacy (S/ P)	Money Management is influenced by decision making	1. Distinguish between a paying job and volunteer work Describe how money can be divided for diff. purposes		1. Practice making money-related decisions in various contexts						

Grade 3									
Org. Idea	Guiding Question (Learning Outcome)	KUSP Summary							
1. Active Living (K)	Diff Activities need to be incorporated for Active Living (AL) (St. examine how participation in variety of challenging AP contributes to well-being)	1.1	1.2	1.3	1.4				
		1. Increase M of PA support well-being	2. PA Plan incl. goals and steps PA that translate with consulting rhythmic, gymnastics, expressive, indiv. adventurous, cultural	3. Each season = diff. opportunity for Active Living Different enviro. / seasons present opportunities and barriers to Active Living	4. Participation in risk-taking / adventurous play can increase well-being (with risk management)				
1. Active Living (U)		1. Participate in PA to support well-being	2. Participate in PA that increase in complexity 3. Implement variety of tactics in response to participants and situations (how to tactics need to change)	3. PA diff locations and seasons = confidence and resilience	4. PA and Confidence and Independence				
1. Active Living (S/P)	Diff Activities need to be incorporated for Active Living (AL)	1. Experience and Reflect on how PA supports well-being	2. Participate in PA that increase in complexity 3. Implement variety of tactics in response to participants and situations (how to tactics need to change)	3. Modify plans in response to seasons / enviro.	4. Participate in risk-taking / adventurous play to promote well-being				
2A (Tactics)		2A1	2A2	2A3	2B (Mvmt. Skills)	2B1	2B2	2B3	2B4
2. Movement Skill Development (K) PART ONE	Tactics support mvmt. competence (St. examine and integrate tactics in variety of PA)	1. Tactics for indiv. / groups goals incl. Changing direction / speed / levels, passing an object	2. Tactics = responses to other participants and changing situations	2A3 in First Nations, Inuit and Metis PA are games develop skills for everyday use incl. Familiarity with land, weather patterns cycles, respect for self, others, built and natural world	2B (Mvmt. Skills) Elements of Mvmt to support mvmt. competence (St. integrate and demo. how elements of mvmt support PA)	1. Locomotor: incl. slide, chase Non-Locomotor: incl. ballet, rise, lower Object Manipulation: Sending: incl. punting, striking Receiving: incl. catching, collecting	2. Space incl. area around body: General, personal, in relation to people, objects, enviro.	3. Directional mvmt = directions, levels, pathways Direction: incl. front, back, up / down, left / right, lateral / diagonal Levels: incl. low / mid / high Pathways: incl. zigzag, over / under, curved, linear, wave	4. Force = push or pull, strong or light Speed = slow, fast, sustained, sudden Time = temp, beat, rhythm
2. Movement Skill Development (U) PART ONE	Tactics support mvmt. competence	1. Tactics support performance goal	2. Tactics are spontaneous, creative and practiced	3. Tactics in First Nations, Inuit and Metis essential for survival of community and cultural continuity	2. Elements of mvmt. can be modified to make creative mvmt.	2. Elements of space can be explored through body mvmt.	3. Directional elements can be manipulated by body	4. Effort determines speed, time, force	
2. Movement Skill Development (S/P) PART ONE	Tactics support mvmt. competence	1. Apply tactics in PA 2. Assess effectiveness of tactics in PA	3. Implement variety of tactics in response to participants and situations (how to tactics need to change)	3. Investigate Tactics in First Nations, Inuit and Metis build skills for daily life (what are current skills PA could be used to build)	Elements of Mvmt to support mvmt. competence	1. Apply elements of mvmt. in PA	2. Adjust mvmt in response to elements of space	3. Demo. directional mvmt in PA	4. Experiment with effort in variety of mvmt contexts
2C (Sec / Emot)		2C1	2C2						
2. Movement Skill Development (K) PART TWO	Teamwork supports positive interactions (St. ID and Demo how TW supports positive interactions in PA)	1. TW allows indiv. to explore interests, skills, talents, virtues	2. TW = opportunity to build relationships, build sense of purpose and belonging						
2. Movement Skill Development (U) PART TWO	Teamwork supports positive interactions	1. TW provides opportunity to contribute to team effort / goals	2. Encouragement supports positive interactions in PA						
2. Movement Skill Development (S/P) PART TWO	Teamwork supports positive interactions	1. Explore opportunities to contribute to TW	2. Engage in positive interactions to support TW						
3. Character Development (K)	Roles Connected to Character Development (St. analyze diff. roles in relation to talent, virtues, resilience)	3.1	3.2	3.3	3.4	3.5	3.6		
3. Character Development (U)	Roles Connected to Character Development	1. Roles can require specific actions, behaviours, responsibilities Indiv. can hold multiple roles Roles can be: cultural, organizational, community, family	2. Families are all unique, can be multi-generational Children may spend time with family units Positive role models can inspire development of personal talents	3. Roles specific to life and career stages Lead to development of talents, personality, attributes, virtues, strengths, resilience	4. Self regulation helps indiv. complete commitments, expectations and tasks	5. Resilience = capacity to manage adversity / stress in effective ways	6. Self-reg. devel. with help: Parents, family, educators, health care profs., spiritual leaders, elders, Knowledge keepers.		
3. Character Development (S/P)	Roles Connected to Character Development	1. Roles / occupations have requirements, purposes, and expectations (class roles, gym roles, employment, work, etc.)	2. Roles are influenced by family, role models, learning enviro, community Roles established and maintained through culture, relationships, people, and	3. Indiv. assume or earn various roles in lifetime	4. Self regulation helps indiv. adjust to situations	5. Develop of resilience requires understanding of emotions	6. Resources avail. when strategies are not effective or feeling overwhelmed		
4		4.1	4.2	4.3	4.4	4.5			
4. Safety (K)	Safety and Health (St. investigate how safety is related to health)	1. Proactive planning: Wearing proper gear, instruction and positive awareness, digital citizenship	2. Consent = clearly establishing, negotiating, obtaining, and giving permission or refusal (incl. refusal for personal safety)	3. Specific rule and guidelines: Determine course of action, prevent accidents, protect safety of self and others	4. Experience in challenging situations can develop safety knowledge Substances can be: Legal, Illegal	5. Plans, safety resources incl.: Safety networks, EMS, Manuals / guidelines			
4. Safety (U)		1. Safety involves prevention and proactive planning	2. Consent imp. for personal safety	3. Rules / Guidelines promote safety	4. Safety impacted by enviro. and behaviours Use of legal and illegal substances impact well-being	5. Safety of self and others met with awareness of supports			
4. Safety (S/P)	Safety and Health	1. Examine situations that require proactive planning (every gym class is an opportunity to review)	2. Practice permission and refusal skills in various contexts	3. Explain the function or purpose of specific rules / guidelines in various contexts (St. Review of specifics)	4. ID situations where certain behaviours would be appropriate (safe) and other behaviours would involve risk (RISK ASSESSMENT) Discuss reasons why substances are legal or illegal	5. ID resources to support safety (interpreting signs and icons)			
5. Healthy Eating (K)	Nutrition has a function in the body (St. investigate food and describe effects on body)	5.1	5.2						
5. Healthy Eating (U)		1. Food provides energy / nourishment for brain and body Most effective hydration is drinking water Some foods / drinks provide hydration 1. Optimal brain and body function influenced by food and hydration	2. Food characteristics affected by: Cooking, storing, preparing, freezing, drying Food Characteristics that change incl: Taste, texture, colour, appearance 2. Food characteristics vary and affected by preparation techniques						
5. Healthy Eating (S/P)	Nutrition has a function in the body	1. Explore effects of food and hydration on brain / body	2. Examine how food preparation techniques can affect characteristics of common food (Science lab)						
6		6.1	6.1 Cont.	6.2	6.3				
6. Healthy Relationships (K)	Problem Solving to support healthy relationships (St. investigate problem solving)	1. Conflict resolution / Problem solving = sharing responsibility and fair solutions Healthy Relationships = care, trust, respect, support, open, honest, safe communication, equality Resolution involves indiv. taking response for actions and words	2. Problem solving incl.: Responding to clarify, determining relevant info., considering possible outcomes Friends can resolve by: Labeling, understand others point of view, apologizing when appropriate, consider relations, getting help from adult or peer	2. Indiv. in comm. share response, fair solutions	3. Relationships building and resolution incl.: Empathy, forgiveness, compromise, respect				
6. Healthy Relationships (U)		1. Problem solving / resolution can facilitate understanding and cooperation	2. Generate solution to problems in relationships contexts (proactive) 3. Respectful and positive interactions Practice conflict-resolution strategies to support friendship	2. Resolution in comm. restores balance with self, others, land	3. Resolution leads to respectful and positive interactions				
6. Healthy Relationships (S/P)	Problem Solving to support healthy relationships	1. Describe devl. changes from childhood	2. Examine diff. areas of development and how they are slow, fast or unchanged	2. Investigate how communities use resolution to restore balance (social studies)	3. Explain connection b/w resolution and devlop. of healthy relationships				
7		7.1	7.2	7.3	7.4				
7. Growth and Develop (K)	Development Evolves through Growth (St. examine development and personal growth)	1. Development process of becoming unique: Mind, body, spirit, emotion, self-image	2. Devl. can be: Observed, experienced, described (seen, felt, talked about)	3. Devl. follows a predictable sequence Each new stage has new: expectations, abilities, response Life stages incl.: infancy, childhood, adolescence, adulthood	4. Internal devl. factors: Genetics (herity), personal traits, life experiences, prior learning External devl. factors: family culture, enviro, social relationships				
7. Growth and Develop (U)		1. Devl. natural, multi-faceted, continuous	2. Devl. occurs at diff speeds in diff. areas	3. Devl. happens in predictable life patterns / stages	4. Internal and External factors influence devl. at diff. rates				
7. Growth and Develop (S/P)	Development Evolves through Growth	1. Describe devl. changes from childhood	2. Examine diff. areas of development and how they are slow, fast or unchanged	3. Examine how personal devl. is related to life stage	4. Communicate how internal and external factors affect devl.				
8. Financial Literacy (K)	How to support money management (St. describe strategies that support money management)	8.1A	8.1B						
8. Financial Literacy (U)		1. Good money habits help indiv. appreciate money and manage money Responsible spending supported through: Buy needs first, buy affordable, taking time, not buying more than needed	1. Saving = keeping money aside for intended purposes, reach expenses / activities, plans / goals Responsible savings supported through: Consider needs / wants, financial goals, savings account, saving earned money regularly	1. Responsible money management can allow indiv. to support others in need through donations					
8. Financial Literacy (S/P)	How to support money management	1. Individuals can develop good habits early in life to make responsible money decisions now and in the future	1. Saving is essential for personal short-term and long-term goals	1. Donating money can have a significant impact on the well-being of others					
Assessment Strands Print-off									
1. Active Living (S/P)	Diff Activities need to be incorporated for Active Living (AL)	1.1	1.2	1.3	1.4				
2. Movement Skill Development (S/P) PART ONE	Tactics support mvmt. competence	2A (Tactics)	2A1	2A2	2A3	2B (Mvmt. Skills)	2B1	2B2	2B3
2. Movement Skill Development (S/P) PART TWO	Teamwork supports positive interactions	2C (Sec / Emot)	2C1	2C2					
3. Character Development (S/P)	Roles Connected to Character Development	3.1	3.2	3.3	3.4	3.5	3.6		
4		4.1	4.2	4.3	4.4	4.5			
4. Safety (S/P)	Safety and Health	1. Examine situations that require proactive planning (every gym class is an opportunity to review)	2. Practice permission and refusal skills in various contexts	3. Explain the function or purpose of specific rules / guidelines in various contexts (St. Review of specifics)	4. ID situations where certain behaviours would be appropriate (safe) and other behaviours would involve risk (RISK ASSESSMENT) Discuss reasons why substances are legal or illegal	5. ID resources to support safety (interpreting signs and icons)			
5. Healthy Eating (S/P)	Nutrition has a function in the body	5.1	5.2						
6		6.1	6.1 Cont.	6.2	6.3				
6. Healthy Relationships (S/P)	Problem Solving to support healthy relationships	1. Describe devl. changes from childhood	2. Examine diff. areas of development and how they are slow, fast or unchanged	2. Investigate how communities use resolution to restore balance (social studies)	3. Explain connection b/w resolution and devlop. of healthy relationships				
7		7.1	7.2	7.3	7.4				
7. Growth and Develop (S/P)	Development Evolves through Growth	1. Describe devl. changes from childhood	2. Examine diff. areas of development and how they are slow, fast or unchanged	3. Examine how personal devl. is related to life stage	4. Communicate how internal and external factors affect devl.				
8. Financial Literacy (S/P)	How to support money management	1. Discuss the importance of responsible spending and saving	1. Identify possible short-term and long-term saving goals						

Grade 4						
Org. Idea	Guiding Question (Learning Outcome)	KUSP Summary				
		1.1	1.2	1.3	1.4	
1. Active Living (K)	Diff Activities contribute to AL (St. examine how choices in PA affect AL)	1. AL options vary over time due to: Time, preference, access, accessibility, purpose AL options include PA that are: Rhythmic, gymnastic, expressive, indiv, challenging, adventurous, cultural	2. Components of Phys. Fitness incl.: Muscular Strength = force produced Flexibility = move through full range of motion CARDIO Endurance = provide oxygen over period of time Muscular Endurance = Sustain force over time	3. Enjoyment can influence choice of PA PA both indiv. and group Rewarding engagements in PA can build motivation	4. Awareness of community resources can help plan AL	
1. Active Living (U)		1. Choice in PA increases exposure to variety of options	2. PF can support perf. in PA	3. Enjoyment enhances engagement in PA	4. Involvement in variety of PA supported by community	
1. Active Living (S/P)	Diff Activities contribute to AL	1. Investigate how AL choice may change over time Experience and reflect on building knowledge and skills in variety of PA	2. Participate in PA to devel. components of PF	3. Engage in enjoyable and engaging PA	4. Participate in PA available and accessible within local comm.	
	2A (Tactics)	2A1	2A2	2A3	2A4	2A5
2. Movement Skill Development (K) PART ONE	Elements of Tactics and Movement support AL (St. select and implement tactics in variety of PA)	1. Strategy = plan of actions / choices to achieve or enhance outcomes Can be indiv, group, d-fence, o-fence	2. Similar strategies / tactics can transfer between PA	3. Roles in PA incl: Leader / follower, o-fence / d-fence, teammate / opponent	4. Strategic / tactical actions and formations incl.: Position of players, adjust mvmts., use of equipment, time of possession	5. Modifications of game situations incl.: Change enviro, players, equipment, rules
2. Movement Skill Development (U) PART ONE		1. Tactics / strategy dependant on amount of partic. and approach	2. Strategies / tactics can transfer	3. Strategies / tactics can require team members to have specific roles / responsib.	4. Actions and formations enhance performance (First Nations, Inuit, Metis games tactics honour place and generational knowledge)	5. Strategies / tactics can be adapted to diff. game situations
2. Movement Skill Development (S/P) PART ONE	Elements of Tactics and Movement support AL	1. Practice d-fence and o-fence tactics in variety of PA	2. Transfer strategies / tactics across various PA	3. Apply strategies / tactics that capitalize on indiv. and group strengths Practice strategies / tactics in various roles	4. Implement strategies / tactics to improve perf. Reflect on strategies / tactics in various PA	5. Modify strategies / tactics based on changes in game situations (increasing complexity of games)
	2B (Mvmt. Skills)	2B1	2B2	2C (Soc / Emot)	2C1	2C2
2. Movement Skill Development (K) PART TWO	Elements of mvmt. support AL (St. integrate and experiment with elements of mvmt. to support PA)	1. Locomotor incl.: dodging, crossover Non-Loocomotor incl.: lift, extend, flex	2. Object manipulation involves: Sending incl. volleying Retaining incl. dribbling Receiving incl. catching / collecting (TGV)	TW Enhances PA (St. connect and demo TW in PA)	1. TW best with contributions from all members: Accountable, responsible for actions and decisions	2. TW strategies incl.: Constructive feedback, clarifying rules / expectations, create safe enviro, praise and encourage, consider indiv. and group strengths
2. Movement Skill Development (U) PART TWO		1. Elements of mvmt. integrated through creative mvmt.	3. Tactics in First Nations, Inuit and Metis communities essential for survival of community and cultural continuity		1. TW provides opportunity to be held accountable for contributions (and actions, treatment of others)	2. TW can involve indiv. creating or enhancing strategy during PA
2. Movement Skill Development (S/P) PART TWO	Elements of mvmt. support AL	1. Integrate elements of mvmt in to various PA	2. Perform elements of mvmt. when receiving, sending, retaining objects with diff. parts of body and equipment Manipulate mvmt elements to improve accuracy, efficiency and control.	TW Enhances PA	1. Reflect on contributions made during a team activity	2. Demo effective TW strategies during PA (requires guidance and scaffolding)
		3.1	3.2	3.3	3.4	3.5
3. Character Development (K)	Variety of Life experiences influence resilience and perseverance (St. interpret how resiliency and persistence can be influenced by experience)	1. Indiv. seek our experiences based on: Interests, curiosity, pers. enjoyment, ambitions, goals Experience contexts incl.: Physical, social, emotional, career	2. Experiences represented through places, language cultural artifacts Experiences on land are significant to Inng. and PD in First Nations, Metis and Inuit comm.	3. Resilience strategies incl.: ID a purpose, seeking positive role models, solution focused vs. problem focus, breaking down tasks	4. Perseverance: courage, commitment, belief in self	Perseverance supported by: goals, practice, determination, self-reg., reflection Personal growth / learning from feedback, reflection, failure
3. Character Development (U)		1. Experiences shared or indiv. variety of contexts, and provide sense of purpose	2. Experiences and lead to PD	3. Resilience leads to increased ability to respond to adversity and devel. with perseverance over time	4. Perseverance is continuing to do difficult things over time And can help indiv. to succeed despite obstacles	5. Perseverance = finding ways to improve skills and stay motivated during challenges
3. Character Development (S/P)	Variety of Life experiences influence resilience and perseverance	1. Determine variety of contexts where experiences can be indiv. shared Investigate experiences in variety of contexts (cross curric)	2. Examine how experiences with places, artifacts and land can be meaningful	3. Describe strategies for resilience	4. Examine how challenging situation involve persistence	5. Examine connection between perseverance and Personal growth Explain how perseverance affects skill devel. and motivation
4		4.1	4.2	4.3		
4. Safety (K)	Responsibility affects Safety (St. analyze and explain how responsibility and how can impact personal safety)	1. Resp. incl. making decisions to ensure others self and others are NOT in unsafe or uncomfortable situations.	2. Consent is critical to respecting rights, feelings, belongings of others	3. Responsibility occurs in: home, learning enviro., community, online Responsibility includes how one handles substances		
4. Safety (U)		1. Responsibility = opportunity, ability, or right to act and make decisions independently	2. Responsibility includes respecting rights and feelings of others	3. Responsibility incl. awareness of surroundings to determine safety of situation		
4. Safety (S/P)	Responsibility affects Safety	1. Describe responsibility and impact on personal / group safety in variety of contexts	2. ID. situations where response supports the rights and feelings of others	3. Examine how responsibility can impact safety in variety of situations		
		5.1	5.2	5.3		
5. Healthy Eating (K)	Nutrition influences health (St. examine nutrition an explain how it informs decisions about food)	1. Nutrients from food incl.: Fats, protein, carbs., water, vitamins, minerals	2. Balanced food choices informed from sources that incl. Health Professionals, nutrition guidelines, food labels	3. Food labels provide info on ingredients and nutrition Portion sizes and number of servings inform balanced nutrition choices Food choices influence nutrition incl. vegetarian and, vegan		
5. Healthy Eating (U)		1. Body needs variety of foods for diff. nutrients to function and for well-being	2. Credible nutritional info. can come from variety of sources	3. Food choices can affect ability to acquire essential nutrients		
5. Healthy Eating (S/P)	Nutrition influences health	1. Explain effects of nutrition on well-being	2. ID / Consider sources of credible nutritional info / determine requirements for balanced food choices	3. Explore benefits assoc. with various foods Investigate food choices that require alt. sources of nutrition		
6		6.1	6.2	6.3	6.4	
6. Healthy Relationships (K)	Conflict resolution and healthy relationships can be mutually supportive (St. reflect on resolution and explain connections to healthy relationships)	1. Conflict resolution strategies: Create safe enviro., respectful communication, negotiate / compromise, reflect on actions, implement solutions, repeated efforts to solve Resolution requires pers. responsibility and acknowledgement of conflict	2. Bullying = repeated, targeted, deliberate behaviour with intent to harm incl.: Verbal, social, relational, physical, digital Roles incl. Bully, Bullied, Bystander Actions to address incl.: speaking up, walk away, get help, safe intervening, reporting	3. First Nations, Metis, Inuit comm. have trad. events, processes, ceremonies to renew relationships, restore balance and reconcile conflict	4. Resolution involves recognizing actions have consequences for oneself, others and comm.	
6. Healthy Relationships (U)		1. Resolution supports healthy relationships	2. Indiv. have right to live in healthy, safe and bully-free enviro.	3. First Nations, Metis, Inuit comm. resolution involves restoring harmony to restore balance for indiv and comm. well being	4. Resolution requires the sharing of multiple points of view	
6. Healthy Relationships (S/P)	Conflict resolution and healthy relationships can be mutually supportive	1. Describe strategies that support resolution, conflict or challenge	2. Recognize harmful behaviours ID actions that can be taken when bullying occurs	3. Discuss importance of trational First Nations, Metis, Inuit events and ceremonies and how they reconcile relationships	4. Explain significance of acknowledging conflict and taking responsibility in conflict resolution Discuss multiple points of view involved in resolution	
7		7.1	7.2	7.3	7.4	7.5 - 7.9 PUBERTY
7. Growth and Develop (K)	Change is reflected through development (St. explore various areas of development)	1. Social Emot. changes incl.: Self image / confidence, body image, emotions, relationships, social skills	2. Social Devel. includes devel. an awareness of a variety of social / cultural contexts Social Devel. includes: Expanding social networks, taking on new responsibilities, embrace new challenges	3. Intellectual devel. incl. critical and creative use of mind for: Concentration, perception, problem solving, memory	4. Social - emot / intellectual / spiritual devel. occurs through: Listening, observing, communicating, speaking first language, learning	See main curriculum for specifics
7. Growth and Develop (U)		1. Social - Emot. factors influence positive mental health and well being	2. Social devel. helps build and maintain positive relationships.	3. Intellectual devel. enables indiv. to think, reason, organize ideas and thoughts to make informed decisions	4. Social - emot / intellectual / spiritual devel. occurs in many ways	
7. Growth and Develop (S/P)	Change is reflected through development	1. Describe changes related to social-emot. devel.	2. Consider how to interact and respond to others in a variety of contexts and settings.	3. Describe changes related to intellectual devel.	4. Explore ways of supporting Pers. Devel.	PUBERTY - See full curriculum
		8.1A	8.1B	8.1C	8.2	
8. Financial Literacy (K)	Personal Finances (St. examine factors that influence spending)	1. Money commonly exchanged in: Currency, credit / debit card, e-transfer, prepaid card Currency = bills / coins	1. Credit cards enable indiv. to borrow from banks and financial institutions and: Have spending limits, must be repaid on time, have penalties, issued by bank / financial institution	1. Debit cards enable indiv. to access money from bank account Prepaid card have fixed amount of money that can be spent Factors to consider when spending incl.: Budget, price comparison, quality / quantity, need and wants	1. Managing personal finances requires skills practices such as: Deposits, withdraws, service fees, interest, e-transfers, online transfers Cnd's first bank: Bank of Montreal (1817)	
8. Financial Literacy (U)		1. Goods and services can be purchased in a variety of ways			2. Banking practices play significant role in managing personal finances	
8. Financial Literacy (S/P)	Personal Finances	1. ID a variety of situations that would use different forms of money	1. Consider a variety of factors when making decisions about spending money.		2. Describe the purpose of various banking practices Apply various banking practices in a variety of contexts	

Grade 5						
Org. Idea	Guiding Question (Learning Outcome)	KUSP Summary				
		1.1	1.2	1.3		
1. Active Living (K)	Relationships between motivation and AL (St. examine effects of motivation on AL)	1. Motivation = process supporting indiv. to take initiative, set goals, complete tasks Influenced by: energy, time, equipment, peers External = benefits / rewards for participation Internal = enjoyment, pleasure, satisfaction as result of participation	2. Motivation increase potential for regular activity	3. Refinement of skills in adventurous / challenging PA can support motivation Activities that support motivation and skill level incl.: Rhythmic, gymnastic, expressive, indiv., challenging, adventurous, cultural.		
1. Active Living (U)		1. Motivation can be internal / external and change over time Indiv. motivation in AL enhanced with feeling safe, connection to others, sense of accomplishment	2. Choice in engaging PA can foster motivation	3. Safe engagement in adventurous / challenging activity can broaden skill set Refinement of skills and motivation are interconnected (knots) 3. Examine ways adventurous / challenging activity improve motivation for skill level Engage in adventurous / challenging activity that support motivation		
1. Active Living (S/P)	Relationships between motivation and AL	1. Describe internal and external factors that influence motivation to be active	2. Consider why motivation is important to AL			
2. Movement Skill Development (K) PART ONE	2A (Tactics)	2A1	2A2	2A3	2A4	
2. Movement Skill Development (U) PART ONE	Tactics support decisions making in PA (St. analyze and apply strategies that support improved decisions making in PA)	1. Pers. and group strengths help develop strategies and tactics: Specific: mvmt. skills, communication, prior experience, knowledge of game	2. Strategies and tactics incl.: Reducing open space by working with others, creating space for teammates, vary rhythm and intensity of mvmt.	3. Strategies and tactics incl. skill execution and anticipation Modify mvmt. skills based on tasks selecting best options based on opponent position, positioning to create advantage	4. PA and game structure incl.: Rules, position, boundaries, safety considerations, objectives of games	
2. Movement Skill Development (S/P) PART ONE	Tactics support decisions making in PA (St. demo. and adapt mvmt. patterns to enhance skill development)	1. Strategies and tactics should include pers. and group strengths 1. Adjust strategies and tactics based on strengths of participants and games	2. Creative thinking needed to generate strategies and tactics 2. Choreograph creative strategies and tactics	3. Demo. decisions making through the application of strategies and tactics Reflect on the outcomes of strategic and tactical decisions	4. Tactics require an understanding of how games and PA are structured 4. Assess the effectiveness of tactics in various PA and game structure Reflect on how collaboration influences tactics used	
2. Movement Skill Development (K) PART TWO	2B (Mvmt. Skills)	2B1	2B2	2B3	2C (Soc / Emot)	2C1
2. Movement Skill Development (U) PART TWO	Diverse Movement patterns contribute to success across PA (St. demo. and adapt mvmt. patterns to enhance skill development)	1. Mvmt patterns incl.: Locomotor, non-locomotor, and object manipulation	2. Patterns are sequence of mvmt. TWO STEP mvmt sequence: Run / Catch, Run / Throw, Toss / THREE STEP mvmt sequence: Run / Turn / Catch, Walk / Turn / Throw, Hop / Skip / Jump Feedback improve mvmt patterns	3. Mvmt patterns improved with: Send / receive while changing direction / speed, throw object at diff. lvl., adjust speed or change direction to avoid or objects Patterns and elements of mvmt. mostly in rhythmic / expressive PA incl. dance	Relationships between collaboration and PA (St. demo. how collaboration influences PA)	1. Collaboration = working together to achieve common goal, exchange of ideas, shared responsibilities Collaboration in PA incl.: ID goals, plan strategy, exchanging ideas, make and implement decisions
2. Movement Skill Development (S/P) PART TWO	Diverse Movement patterns contribute to success across PA (St. demo. and adapt mvmt. patterns to enhance skill development)	1. Mvmt. patterns are combinations of mvmt. skills Patterns can be a planned set of mvmts. that support success across PA activities	2. Mvmt patterns can be expanded to incl. new and novel physical activity skill 2. Perform mvmt. using various equip. types indiv. / group Consider sequencing and repetition of mvmt patterns when engaged in locomotor, non-locomotor, object manipulation Adapt mvmt patterns based on feedback	3. Patterns improved by adjusting elements of mvmt. 3. Adapt elements of mvmt to enhance mvmt. patterns ID patterns and elements of mvmt. visible in rhythmic / expressive PA (dance, flogging, back to front, 3x)	Relationships between collaboration and PA (St. demo. how collaboration influences PA)	1. Practice collaboration during PA (needs to be scaffolded) 2. Demo. respect for others perspectives and contributions when making decisions to achieve goals
3. Character Development (K)	Variety of life experiences influence resilience and perseverance (St. reflect and relate life experience to perseverance and wellbeing)	3.1	3.2	3.3	3.4	3.5
3. Character Development (U)	Life experiences influence understanding of events / situations responses	1. Life experience can inform: Strengths, preferences, beliefs, attitude, decisions making, virtues wellbeing	2. Life experiences = effects / influences of events / subject on indiv.	3. Life Experiences can result in: Skill / knowledge acquisition, development of personal strengths, applied learning for favorable outcome	4. Volunteering opportunity to contribute to community	5. Perseverance can be indiv. / group / community 6. Perseverance led to positive feelings when achieving pers. / community goals 6. ID protective factors that can support perseverance
3. Character Development (S/P)	Variety of life experiences influence resilience and perseverance	1. Examine how life experience can shape understanding over time	2. ID life experiences that have influenced thinking or behaviour	3. Reflect on personal trng. / devel. in variety of experiences	4. Connect pers. knowledge and skills to opportunities for volunteering in community	7. Effects of perseverance on well being incl.: Positive mental health, increased confidence, self confidence to achieve goals, sense of accomplishment, lifelong learning 7. Perseverance can shape well being over time 7. Describe the effects of perseverance on well being
4		4.1	4.2	4.3		
4. Safety (K)	Responsibility leads to a desired outcome (Analyze responsibility and consider the impact on wellbeing)	1. Responsibility = accountable to actions / decisions and accepting results / consequences and incl.: requesting, obtaining, giving, refusing consent Resist: respecting, accepting, refusal of consent of others Decisions about substances influenced by: Media, peer influences, marketing	2. Responsibility can be developed with leadership roles to promote safety of self and others	3. Safety enhanced through community programs incl.: first aid training / support, health professionals Responsibility to ensure safety incl.: Laws, rules, practices, protocols, digital citizenship		
4. Safety (U)		1. Pers. actions / decisions affect physical, social-emotional and financial well-being	2. Personal role and responsibility incl. promoting safety of self and others	3. Responsibility incl. ensuring safety of self and others		
4. Safety (S/P)	Responsibility leads to a desired outcome	1. Reflect on consequences of pers. actions affect well being of self and others Examine impact of variety on pers. actions and decisions	2. Describe situation where responsible leadership supports safety / well being of self / others	3. ID laws, rules, practices, protocols that support safety and well being in variety of contexts Practice digital citizenship by being considerate of others		
5. Healthy Eating (K)	Nutrition contributes to health and well-being (St. evaluate aspects of nutrition and examine benefits to well-being)	5.1	5.2	5.3	5.4	5.5
5. Healthy Eating (U)		1. Hydration and nutrition can affect: Learning, concentration, activity, behaviour in First Nations, Métis, and Inuit communities, nutrition contribute holistic, medicinal, or healing practices that enhance physical and emotional well-being	2. Nutrition and hydration can affect body systems incl.: Cardiovascular, digestive, musculoskeletal, reproductive	3. Social / Cultural experiences influence food decisions First Nations, Métis, and Inuit cultural knowledge about food choices are tied to the land.	4. Nutritional requirements change for different devel. stages Nutritional choices affected by indiv. eating cues incl.: Hunger, appetite, satiety	5. Eating a variety of foods provides a balance range of nutrients Portion size and number of servings can inform balanced choices (how many ice cream scoops)
5. Healthy Eating (S/P)	Nutrition contributes to health and well-being	1. Nutrition is essential for good health, disease prevention and longevity	2. Nutrition and hydration provides energy and nourishment to body system	3. Nutritional sources connected to traditional and cultural practices First Nations, Métis, and Inuit gatherings, ceremonies, practices, and protocols can influence nutritional choices.	4. Nutrition and hydration may need adjusting in response to various factors	5. Nutrition improve through planning and preparing balanced snacks and meals
6		6.1	6.2			
6. Healthy Relationships (K)	Healthy relationships support understanding in various social contexts (St. acknowledge connect perspective of self and others through communication and listening skills)	1. Perspectives can support collaboration through shared interpretation / understanding / findings and influenced by: Virtues, peers, media, experiences, family, attitudes	2. Effective listening and communication skills incl.: Listening, asking clarifying questions, paraphrasing, recognizing non-verbal cues, consider audience / point of view, respectful interruptions			
6. Healthy Relationships (U)		1. Perspective incl.: Perceive, understand, feel in various physical / social contexts Perspective indiv. / shared	2. Perspective shaped / shared through effective listening and communication skills			
6. Healthy Relationships (S/P)	Healthy relationships support understanding in various social contexts	1. Describe how experiences affect indiv. or group perspectives ID pers. and enviro. factors that influence perspectives	2. Describe how listening and communication skills = indiv. / group understanding ID ways to reconcile diff. perspectives / opinions within group Demo. respectful communication skills with others on challenges			
7		7.1	7.2	7.2 Cont	7.3- 7.6 PUBERTY	
7. Growth and Develop (K)	Maturation, growth and development are interconnected (St. investigate maturation ID changes during adolescence)	1. Brain changes associated with maturation incl.: Efficiency / effectiveness, connectivity between brain regions, changes in frontal lobe / prefrontal cortex / executive function	2. Maturation: is diff. for indiv. can result in uneven muscle / bone growth, can result in changes in coordination in mvmt. skills, can incl. bones growing faster than muscle	2. Indiv. behavioural change such as: Setting pers. goals, seeking independence, prioritizing others, indiv. cognitive changes such as: Ability to retain, process, organize large amounts of info, enhanced critical thinking / decision making	See main curriculum for specifics	
7. Growth and Develop (U)		1. Maturation occurs birth and is significant in adolescence Maturation can result in changes in brain	2. Maturation involves awareness and interconnectedness of: Physical, cognitive, behavioural changes	2. Indiv. think about / describe themselves to others in unique ways and should be respected Maturation = changes in body that occur at different rates		
7. Growth and Develop (S/P)	Maturation, growth and development are interconnected	1. Describe impact maturation has on the brain	2. ID and describe physical, cognitive and behavioural changes that occur during adolescence		PUBERTY - See full curriculum	
8. Financial Literacy (K)	Supporting financial goals (St. demo. how planning can support financial goals)	8.1A	8.1B	8.1C	8.2	
8. Financial Literacy (U)		1. Budget = plan to support indiv. decisions on how to: Earn, spend, save, invest and donate over time and consists of money currently on hand (assets), expected money (income), an money planned on spending (expenses)	1. Budget can be divided into needs and wants and can be used in areas such as: Personal, business, household, event / activity Budgets may need to be adjusted due to unforeseen circumstances	1. Short Term financial goals can be immediate and support attainment of long term goals Long-term financial goals take several years to achieve, involve more money, and require commitment.	2. A consumer is an individual who purchases goods and services Factors that influence consumer choice incl.: Marketing, advertisement, media, availability, trends, price	
8. Financial Literacy (S/P)	Supporting financial goals	1. Budgeting is important to responsible financial decision making and can support achieving short-term and long-term financial goals.	1. Examine the components of a budget	1. Create a savings plan for short-term and long-term goals	2. When purchasing goods and services, individuals have the ability to make choices. 2. Examine factors that influence consumer choice.	

Grade 6							
Org. Idea	Guiding Question (Learning Outcome)	KUSP Summary					
1. Active Living (K)	Motivation can support engagement in AL (St. analyze motivation and its relationships to PD and AL)	1.1	1. Motivation supported by: Setting goals, monitor progress toward goals Training Principles incl.: Frequency = how often and indiv. engages in PA Intensity = level of phys. exertion experienced during PA (Mod., Mod. Vigorous) Time = how long indiv. engaged in PA Type = what PA selected	1.2	1. PA guidelines recommend 30 to 60 min moderate to vigorous daily PA incl.: Rhythmic, gymnastic, expressive, incl., challenging, adventurous, cultural	1.3	2. Motivation can lead to: Level of mvmt. skill, exposure to variety of PAs
		1. Active Living (U)	1. Motivation in PA can support diff. training principles	1. Motivation can support indiv. PA routines to improve well-being	2. Motivation can lead to accomplishment / performance across various PA Feedback and self-reflection can support motivation	3. AL in community occurs when indiv. are encouraged and supported	
		1. Active Living (S/P)	Motivation can support engagement in AL	1. Connect daily routines and planned PA with AL goals Examine how training principles can contribute to AL	1. Participate in variety of moderate to vigorous PA that support training principles	2. Recognize influences of motivation on mvmt skill development and proficiency in various PA	3. Describe personal and comm. supports assoc. with motivation and AL
2A (Tactics)		2A1	1. Structural components in PA have characteristics such as: Rules / Guidelines, protocol, purpose / intent, number / roles of participants, required equipment Structure has similarities and diff. levels of complexity across PAs	2A2	2. Structure can be modified to meet participant needs by changing or adjusting: Equipment (size / type), playing area, time, target / distance	2A3	3. Creativity in mvmt. supported by: Including objects, changing tempo / rhythm (dribbling) Patterns = mvmts. that enable body to move in response to stimulus (dodging, catching)
2. Movement Skill Development (K) PART ONE	Structure brings organization to PA (St. examine and demonstrate an understanding of structure in PA)		1. Structure provides objective or purpose to the PA	2. Structure provides parameters to support safety, engagement, inclusion			
2. Movement Skill Development (U) PART ONE							
2. Movement Skill Development (S/P) PART ONE	Structure brings organization to PA						
B (Mvmt Skills)		2B1	1. Mvmt. patterns: Exit in similar ways across PAs, can be customized to enhance inefficiency of mvmt., are essential to devel. specialized mvmt. skills in PA First Nations, Metis and Inuit PA / games provide opportunity to devel. / enhance skills through unique and diverse mvmt. patterns	2B2	2. Controlled PA = structured, indiv. / partner (sitting or standing / not moving around) and allows for repeated practice of mvmt. skills (skills) Dynamic PA = limited in structure yet fluid and changing, require immediate decision making and refinement of movement skills (eg. tag)	2B3	3. Mvmt patterns improved with: Send / receive while changing direction / speed, throw object at diff. lv., adjust speed or change direction to avoid indiv. or objects Patterns and elements of mvmt. mostly in rhythmic / expressive PA incl. dance
2. Movement Skill Development (K) PART TWO	Movement patterns function to improve performance (St. adapt and apply mvmt. patterns in controlled / dynamic PA)		1. Pattern can be transferred across PA for indiv. / group success	2. Controlled and dynamic PA can support mvmt. skill patterns in variety of PA	3. Patterns improved by adjusting elements of mvmt.	2C (Soc / Emot)	2C1
2. Movement Skill Development (U) PART TWO							1. Team success can be influenced by conflict. Conflict management incl.: Acknowledging emotions, clarify facts / understanding, listen, discuss possible outcomes, propose solutions
2. Movement Skill Development (S/P) PART TWO	Movement patterns function to improve performance		1. Demo how mvmt. patterns are applied across various PA (parallel, perpendicular) ID, ways mvmt patterns are experienced through PA and support skill devel.	2. Adapt mvmt. patterns to improve accuracy, speed, proficiency in variety of controlled and dynamic PAs (increasing complexity of drills)	3. Adapt elements of mvmt to enhance mvmt. patterns and elements of mvmt. visible in rhythmic / expressive PA (dance, flogging, back to front, 3x)		2. Individ. / groups in competitive / cooperative situations can experience conflict differently
3. Character Development (K)	Supporting lifelong learning (St. connect well-being strategies to life opportunities and lifelong learning)	3.1	1. Insight into life roles supported by Talents, assets, virtues, strengths, interests Routines incl. confidence, ability to make decisions to try new/challenging activities, supports devel. of initiative	3.2	2. Learning can occur through challenging / adverse experiences (hard things for great stories) Involvement in variety of activities can lead to PD	3.3	3. Strategies for Learning an PD incl.: Managing time, prioritizing tasks, clarifying expectations, asking questions, reflecting, establishing routines
		3. Character Development (U)	1. Changing life roles may require increase in independence to devel. pers. talents	2. Pers. potential devel. over time, can evolve from experience, is lifelong process	3. Indiv. can apply variety of strategies to max. learning potential and support PD	3.4	4. Variety of volunteerism experiences can provide options about life decisions and career opportunities
		3. Character Development (S/P)	Supporting lifelong learning	1. Relate pers. skills and interests to various life roles (what could you do)	2. Examine changes in pers. interests, strengths, skills Reflect on pers. skills / interests for continual devel. and growth	3. Devel. an apply personal strategies to support learning and devel.	4. Volunteerism provides opportunities for social connectedness
4		4.1	1. Risk is overall assessment and ID of hazards Considering possible outcomes can inform decisions regarding consent in risk-taking activities Risk involves taking action that may evoke feeling such as: independence, fulfillment, uncertainty, vulnerability	4.1 cont	Digital Privacy is important to protect pers. info. Digital safety risks with tech. incl.: Intrusion of privacy, bullying, misinformation, inability to request/obtain/give consent, exploitation Internet and social media expose indiv. to unwanted communication / image info, an sharing explicit / graphic images have significant consequences under Criminal code of conduct	4.2	3. Risks of substances can incl.: Addiction, impaired brain devel., decreased mental health, impaired thinking
4. Safety (K)	Risk influences the outcome of an action (St. Examine risk and ID factors that influence actions)		1. Measured risk can be taken in stages and more likely when indiv. feels safe, respected and trusted	1. Safe online, digital technology and social media practices can reduce risk	2. Risk can lead to increased likelihood of complications	4.3	4. Aspects of life impacted by risk incl.: Mental health, phys. well-being, safety
4. Safety (U)			1. Discuss how feeling assoc. with risk taking affect actions and decisions Explain how to deal with unwanted attention, communication, or images	1. Assess safety and vulnerability risks associated with use of digital technology Identify potential harms from online and social media use	2. Describe consequences from risk taking in various contexts	4.4	4. Risk has potential to pos. / neg. impact several aspects of life
4. Safety (S/P)	Risk influences the outcome of an action		5.1	5.2	5.3		4. Reflect on pos. / neg. impact of risk taking in variety of contexts
5. Healthy Eating (K)	Access to food affects nutrition (St. Examine how access to food affects nutritional decisions)	5.1	1. Factors that access to food incl.: Season, cost, budget, food prep. skills, location Access to food incl.: The land, farm and gardens, grocery stores, farmer's markets, restaurants Whole foods more expensive than processed	5.2	2. Access to food incl.: Availability of food for specific dietary / cultural needs, indiv. preferences Lack of access to food affects well-being	5.3	3. Context that affect nutritional choices incl.: Restaurant, social / recreational enviro, learning enviro. Cost of food varies due to context Energy-dense fast foods are easier to access than nutritious foods
		5. Healthy Eating (U)	1. Access to traditional and nutritious food is different for indiv. and affect by various factors	2. Access to food affects indiv. nutritional intake and ability to make balanced food choices (what we eat around the world)	3. Access and cost with in a variety of context affect nutritional choices		
		5. Healthy Eating (S/P)	Access to food affects nutrition	1. ID factor that affect access to food	2. Discuss the effects of limited nutrition choices on physical / mental well-being	3. Evaluate how access affects nutritional choices in various contexts Compare food cost in variety of contexts	
6. Healthy Relationships (K)	Healthy relationships support understanding in various social contexts (St. consider and describe variety of perspective that support the devel. of healthy relationships)	6.1	1. Pos. social behaviours incl.: Respecting others, helping others, being honest, acknowledge diversity	6.2	2. Other people's perspectives should be clarified vs assumed Consideration of perspectives incl. recognizing / appreciating other point of view Empathy involves trying to understand / share feelings of others	6.3	3. Appreciation of social / cultural perspective can contribute to Acceptance, inclusion, common good
		6. Healthy Relationships (U)	1. Healthy relationships and perspectives can be enhanced by considering the perspectives of others	2. Healthy relationships require consideration for diff. opinions, thoughts, feelings, beliefs, needs	3. Perspective contributes to sense of belonging and interconnectedness	6.4	4. Empathy improved through: Role modeling, practice, reflection
		6. Healthy Relationships (S/P)	Healthy relationships support understanding in various social contexts	1. Demo. pos. social behaviours to devel. / maintain healthy relationships	2. Consider ways in which diverse perspectives align or differ ID how consideration of others perspective contribute to empathy	3. Examine the connection between perspective, social / emotional well-being	
7. Growth and Develop (K)	Decision making supports change during maturation (St. examine physical, social, personal and enviro. factors connect to maturation during adolescence)	7.1	1. An indiv. can experience social changes such as: Curiosity to try new things, importance of peers, self-knowledge / self-image, language, how indiv. describe self, expectations of responsibilities Self-image develops over time and evolves from experimentation	7.2	2. Maturation support through decision making re. pers. and enviro factors such as: Stress reduction, mental health, body image, immunization, daily PA, substance use, rest / sleep, nutrition	7.3	3. Fluctuation in phys. needs during maturation result in: Fatigue and changes in sleep, changes in energy levels, increased nutritional demands, increased appetite
		7. Growth and Develop (U)	1. Knowledge of changes during maturation support holistic well-being Maturation can result in indiv. increase in ability, adaptability, capacity in various contexts	2. Maturation supported through various pers. and enviro. factors	3. Growth associated with maturation can lead to increased phys. needs	See main curriculum for specifics	
		7. Growth and Develop (S/P)	Decision making supports change during maturation	1. Consider impact of physical, cognitive, emotional and social changes during maturation in adolescence	2. ID personal and enviro. factors that influence well-being / maturation during adolescence	3. Connect phys. needs to maturation changes during adolescence	PUBERTY - See full curriculum
8. Financial Literacy (K)	Enhancing personal finances (St. investigate borrowing and investing in a variety of situations)	8.1A	1. Loan = money borrowed with agreement to pay it back Loans can come from sources such as: Bank, financial institution, family, friends	8.1B	1. Decision to borrow money may be based on: Ability to repay, intended use, additional costs, short / long term goals, impact on budget	8.1C	1. Decisions by banks / financial institutions to loan money based on: Ability to repay, previous loan history, other existing debt, intended purpose
		8. Financial Literacy (U)		1. Borrowing money to buy goods and services can have financial risks and benefits	2. Financial goals may support financial goals if done appropriately		
		8. Financial Literacy (S/P)	Enhancing personal finances	1. Analyze the risks and benefits of borrowing money in a variety of situations	1. Identify situations where an individual can responsibly take on debt		
						8.1D	2. Investing is purchasing something that is expected to earn additional money or increase in value Investments included such as: Real estate, stock, digital currency, bonds, mutual funds
							2. Analyze the risks and benefits of investing in a variety of situations