

Active Living

Organizing Idea:

Active Living: Developing physical literacy through movement and active living supports well-being across a lifespan.

KUCPS	Knowledge (K)	Understanding (U)	Skills (S) and Procedures (P)
	1. Active Living (K)	1. Active Living (U)	1. Active Living (S/P)
KINDERGARTEN	PE Included daily (PA in various contexts)		
	1.1 Indiv / Group PA includes Play; Transportation; recreation; seasons	1. Explore PA diff contexts / seasons	Perform PA the provides personal enjoyment
	1.2 PA balanced with rest	2. PA = expend energy	Discuss: rest allows body to recover from PA
	1.3 Games/PA done as indiv. or group	3. PA in 7 dimensions	Participate in variety of PA and Games
Grade 1	PE Contribute to health (St. investigate benefits of PA)		
	1.1 1. Changes with PA faster breathing and HR, feeling good, increased thirst	1. PA causes immediate change to body	1.Experience changes in body with PA
	1.2 2. PA mental health benefits: happiness, calmness, improved sleep, pos. relationships	2. PA support mental and physical Health	2. Participate in PA to improve well-being Reflect on personal feelings/emot. well being after PA
	1.3 3. Long Term Health Benefits of PA: Stronger bones and muscles, improved brain funct.	3. Regular PA has health benefit to prevent illness	3. Describe health benefits of regular PA
	1.4 4. Daily opportunities or PA Play structured, unstructured or adventurous Adventurous play = challenge outdoors Indiv. or group games/activities	4. Daily PA foundation of Healthy Lifestyle	Select a variety of PA to experience regularly
Grade 2	What Makes PE Meaningful (St. relate PE to personal experience)		
	1.1 1. Factors influence PA: Peers, family, culture, enviro (built and natural), cost	1. PA influenced by many factors Competence, confidence and motivation increase pers. engagement in PA	ID. factors influencing PA
	1.1 Cont 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.		Describe experiences as result of partic. in adventurous play.
	1.2 2. Many PA experienced on land and across lifespan and require safety measures (and training): Hunting, trapping, fishing, gathering, nature walks, hiking, snowshoeing, kayaking...	2. PA can be connected to experiences on land	2. Participate in PA on the land Discuss safety measures related to land-based activities.
	1.3 3. Personal factors affecting PA include: Time, injury, enjoyment	3. PA can be modified for pers. factor	3. Participate in activities that provide personal enjoyment.
	1.4 4. Prep / recovery support endurance, flex. and reduce risk of injury incl.: Nutrition / hydration, warm-up / cool down, approp, equip, clothing, footwear.	4. PA enhanced through prep, and recovery	4. Demo approp. prep / recovery for PA.
	1.5 5. PA promote positive interactions via. share interests, goals, experiences	5. Partic. in PA supports mental health and healthy relationships.	5. Demo positive interactions during PA
	1.6 6. Levels of exertion in PA: Light, Moderate, Vigorous	6. PA requires varying deg. of exertion and energy	6. Participate in PA that requires various levels. of exertion and energy.
Grade 3	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. Increase lvl of PA support well-being	1. Participate in PA to support well-being	1. Experience and Reflect on how PA supports well-being
	1.2 2. PA Plan incl. goals and steps PA that increase with complexity: rhythmic, gymnastics, expressive, indiv., adventurous, cultural	2. Planning for Active Living imp. to health Partic. in PA to pursue goals and plan for personal interests and preferences Explore PA to build transfer skills, resilience and challenge	2. Participate in PA that increase in complexity ID. and implement pers. strategies to overcome challenges in variety of settings
	1.3 3. Each seasons = diff. opportunity for Active Living Diferse enviro. / seasons present opportunities and barriers to Active living	3. PA diff locations and seasons = confidence and resilience	3. Modify plans in response to seasons / enviro.
	1.4 4. Participation in risk-taking / adventurous play can increase wellbeing (with risk management)	4. PA and Confidence and Independence	4. Participate in risk-taking / adventurous play to promote well-being.
Grade 4	Diff Activities contribute to AL (St. examine how choices in PA affect AL)		
	1.1 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	1. Choice in PA increases exposure to variety of options	1. Investigate how AL choice may change over time Experience and reflect on building knowledge and skills in variety of PA
	1.2. 2. Components of Phys. Fitness incl.: Muscular Strength = force produced Flexibility = move through full range or motion CARDIO Endurance = provide oxygen over period of time Muscular Endurance = Sustain force over time	2. PF can support perf. in PA	2. Participate in PA to devel. components of PF
	1.3 3. Enjoyment can influence choice of PA PA both indiv. and group Rewarding engagements in PA can build motivation	3. Enjoyment enhances engagement in PA	3. Engage in enjoyable and engaging PA
	1.4 4. Awareness of community resources can help plan AL	4. Involvement in variety of PA supported by community	4. Participate in PA available and accessible within local comm.
Grade 5	Relationships between motivation and AL (St. examine effects of motivation on AL)		
	1.1 1. Motivation = process supporting indiv. to take initiative, set goals, complete tasks Influenced by: energy, time, enjoyment, peers External = benefits / rewards for participation Internal = enjoyment, pleasure, satisfaction as result of participation	1. Motivation can be internal / external and change over time Indiv. motivation in AL enhanced with feeling safe, connection to others, sense of accomplishment	1. Describe internal and external factors that influence motivation to be active
	1.2 2. Motivation increase potential for regular activity	2. Choice in engaging PA can foster motivation	2. Consider why motivation is important to AL
	1.3 3. Refinement of skills in adventurous / challenging PA can support motivation Activities that support motivation and skill devel incl.: Rhythmic, gymnastic, expressive, indiv., challenging, adventurous, cultural.	3. Safe engagement in adventurous / challenging activity can broaden skill set Refinement of skills and motivation are interconnected (knotts)	3. Examine ways adventurous / challenging activity improve motivation for skill devel. Engage in adventurous / challenging activity that support motivation

Grade 6		Motivation can support engagement in AL (St. analyze motivation and it's relationships to PD and AL)		
	1.1	<p>1. Motivation supported by: Setting goals, monitor progress toward goals Training Principles incl.:</p> <p>Frequency = how often and indiv. engages in PA Intensity = level of phys. exertion experienced during PA (Mild, Mod. Vigorous) Time = how long indiv. engaged in PA Type = what PA selected</p>	1. Motivation in PA can support diff. training principles	<p>1. Connect daily routines and planned PA with AL goals Examine how training principles can contribute to AL</p>
	1.2	<p>1. PA guidelines recommend 30 to 60 min moderate to vigorous daily PA incl.:</p> <p>Rhythmic, gymnastic, expressive, indiv., challenging, adventurous, cultural</p>	1. Motivation can support indiv. PA routines to improve well being	<p>1. Participate in variety of moderate to vigorous PA that support training principles</p>
	1.3	<p>2. Motivation can lead to:</p> <p>Devel. of mvmt. skill, exposure to variety of PA's</p>	<p>2. Motivation can lead to accomplishment / performance across various PA Feedback and self-reflection can support motivation</p>	<p>2. Recognize influences of motivation on mvmt skill develop. an proficiency in various PA</p>
	1.4	<p>3. Motivation can lead to:</p> <p>Commitment, PD, increased engagement Motivation supported by community such as: Parents / caregivers, comm. org., teachers / coaches, spiritual leaders, Elders, Knowledge Keepers</p>	<p>3. AL in community occurs when indiv. are encouraged and supported</p>	<p>3. Describe personal and comm. supports assoc. with motivation and AL</p>

Movement Skill Development

Organizing Idea:

Movement Skill Development: Developing physical literacy through movement and active living supports well-being across a lifespan.

	2. Movement Skill Development (K) PART ONE		2. Movement Skill Development PART ONE		2. Movement Skill Development (U) PART TWO		2. Movement Skill Development (U) PART TWO		2. Movement Skill Development (S/P) PART TWO	
KINDERGARTEN	2A (Tactics)	Body Awareness facilitates movement (St. explore SA in various PA Contexts)	Body Awareness facilitates movement	2C (Soc/Em ot)	What is Fair Play (Explore FP in variety of PA)					
	2A1	1. SA incl. knowing where you are in relation to people, objects, surrounding environment	1. SA helps people stay safe in PA	2C1	1. FP = set of expectations to help indiv. connect in PA.		1. FP informs decisions to support pos. relationships.		1. Explore what FP looks like in various PA	
	2B (Mvmt Skills)	Body Awareness facilitates movement (St. investigate mvmt. of body)	Investigate Body Mvmt	2C2	2. FP incl. Honesty, Respect nad Goodwill		2. FP ensures fairness in PA		2. Demo respect for others in PA	
	2B1	1. Mvmt Occurs in variety of ways Walking, running, jumping, throwing, kicking, catching 2. Indoors include: Gym, Classroom, Arena 3. Creative mvmt inspired by: imagination, music, literature, nature	1. Mvmt = PA that includes change and position of Physical location 2. Mvmt can occur indoors and outdoors 3. Mvmt can express ideas, feelings, emotions	1. Practice mvmt in any direction from point to point 2. Explore mvmt in indoor and outdoor contexts 3. Demo. mvmt in creative ways						
	2B2	Outdoors include: Ice, snow, air, water, land								
Grade 1	2A (Tactics)	Awareness of surroundings impacts mvmt. (St. explore SA in variety of contexts)		2C (Soc/Em ot)	Fair Play contributes to engagement to PA (St. Demo. FP and encouragement in variety of PA)					
	2A1	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	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	2C1	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		1. FP = acknowledge importance of everyone		1. Demo. how FP encourages partic.	
	2A2		2. Use enviro. cues to help SA	2C2			2. FP comes from sense of responsibility in variety of PA		2. Demo. practices of FP	
	2B (Mvmt Skills)	Awareness of surroundings impacts mvmt. (St. exhibit SA in variety of PA)								
	2B1	1. Locomotion occurs in many ways: crawling, skipping, hopping, rolling, leaping, First Nations PA played for specific purposes for daily life 2. Non-Loomotor mvmts: balancing, twisting, bending 3. Object manipulation: Sending object (push, throw, kick) Receive object (incl. catch) Retail object (trap, carry)	1. Locomotion mvmt = body travels from a to b 2. Non-loomotor = mvmt in personal space 3. Object Manipulation = control and handle object with body	1. Demo locomotor movements in variety of PA Participate in First Nation, Inuit and Metis PA and Games 2. Perform non-loomotor mvmts. in PA 3. Demo. variety of object manipulation skills Select appropriate skill for various PA contexts.						
	2B2									
	2B3									
	2A (Tactics)	Awareness and Mvmt Connected (St. refine and apply SA in various PA)		2C (Soc / Emot)	TW support participation, safety, enjoyment (St. demo. TW and support participation in PA)					
	2A1	1. SA = move body through space	1. SA improved through scanning and assessment of surroundings	2C1	1. Behav. that support partic.: Fair play, respect, support, kind language 2. TW build relationships with others by: cooperation, decision making, idea sharing, contribution, involving all players.		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)		1. Display behav. that support partic. safety, enjoyment 2. Exhibit TW in variety of PA	
	2A2	2. SA incl. ongoing decision making in relation to people and objects	2. Effective decisions making = favourable mvmt outcomes	2C2						
2A3	3. Awareness of spatial changes require creativity and modification to game play	3. SA influences mvmt within and across PA								
B (Mvmt Skills)	Awareness and Mvmt Connected (Students modify mvmt to improve control and efficiency)									
2B1	4. Prep phase: face target, stable, lower center of gravity Carryout phase: gathering momentum (rotation) Completion phase: follow through, slow down, regain stability	4. Three phases of mvmt: Prep., carryout, completion / follow through	4. Experiment with 3 phases in variety of PA. Modify 1 or more phases of mvmt to improve control / efficiency							
2B2	5. Feedback / practice can refine and correct mvmt. skills	5. Mvmt skills needs practice and effort Perf. in PA enhanced by effort and practice Feedback / practice enhance perf., enjoyment, Phys. literacy	5. Partic. in repeated practice for skill devel. (skill mastery over term) Reflect on perf. of mvmt skills and refine							
2B3	6. Locomotor eg. gallop, wheel, jog Non-Loomotor: swing, hang, land Object manip: send, incl. pass / pull / retain; incl. bounce; receive, incl. collect	6. Learned mvmt utilized across PA	6. Transfer mvmt. skills across PA's							
Grade 2	2A (Tactics)	Tactics support mvmt. competence (St. examine and integrate tactics in variety of PA)		2C (Soc / Emot)	Teamwork supports positive interactions (St. ID and Demo how TW supports positive interactions in PA)					
	2A1	1. Tactics for indiv. / groups goals incl.: Changing direction / speed / levels, passing an object.	1. Tactics support performance goal	2C1	1. TW allows indiv. to explore: interests, skills, talents, values		1. TW provides opportunity to contribute to team effort / goals		1. Explore opportunities to contribute to TW	
	2A2	2. Tactics = responses to other participants and changing situations	2. Tactics are spontaneous, creative and practiced	2C2	2. TW = opportunity to build relationships, build sense of purpose and belonging		2. Encouragement supports positive interactions in PA		2. Engage in positive interactions to support TW	
	2A3	3. Tactics in First Nations, Inuit and Metis PA and games develop skills for everyday use incl.: Familiarity with land, weather patterns / cycles, respect for self, others, built and natural world	3. Tactics in First Nations, Inuit and Metis essential for survival of community and cultural continuity							
	2B (Mvmt Skills)	Elements of Mvmt to support mvmt. competence (St. integrate and demo. how elements of mvmt. support PA)								
	2B1	1. Locomotor: incl. slide, chase Non-Loomotor: incl. twist, rise, lower Object Manipulation: Sending incl. paring, striking Retaining: incl. cradling Receiving incl. catching, collecting	1. Elements of mvmt. can be modified to make creative mvmt.	1. Apply elements of mvmt. in PA						
	2B2	2. Space incl. area around body, General, personal, in relation to people, objects, enviro.	2. Elements of space can be explored through body mvmt	2. Adjust mvmt in response to elements of space						
	2B3	3. Directional mvmt = directions, levels, pathways Direction: incl. front / back, up / down, ft. it, lateral / diagonal Levels: incl. low - med - high Pathways: incl. zigzag, over / under, curved, linear, wavy	3. Directional elements can be manipulated by body	3. Demo. directional mvmt in PA						
	2B4	4. Force = push or pull, strong or light Speed = slow, fast, sustained, sudden Time = temp, beat, rhythm	4. Effort determines speed, time, force	4. Experiment with effort in variety of mvmt contexts						
	2A (Tactics)	Elements of Tactics and Movement support AL (St. select and implement tactics in variety of PA)		2B (Mvmt Skills)	Elements of mvmt. support AL (St. integrate and experiment with elements of mvmt. to support PA)					
2A1	1. Strategy = plan of actions / choices to achieve or enhance outcomes Can be indiv. / group, d-fence, o-fence	1. Tactics / strategy dependant on number of partic. and approach	1. Practice d-fence and o-fence tactics in variety of PA	2B1	1. Locomotor incl.: dodging, crossover Non-Loomotor incl.: lift, extend, flex		1. Elements of mvmt. integrated through creative mvmt.	1. Integrate elements of mvmt in to various PA		
2A2	2. Similar strategies / tactics can transfer between PA	2. Strategies / tactics can transfer	2. Transfer strategies / tactics across various PA	2B2	2. Object manipulation involves: Sending incl. volleying Retaining incl. dribbling Receiving incl. catching / collecting (TGU)		3. Tactics in First Nations, Inuit and Metis communities essential for survival of community and cultural continuity	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.		
2A3	3. Roles in PA incl: Leader / follower, o-fence / d-fence, teammate, opponent	3. Strategies / tactics can require team members to have specific roles / responsab.	3. Apply strategies / tactics that capitalize on indiv. and group strengths Practice strategies / tactics in various roles	2C (Soc / Emot)	TW Enhances PA (St. connect and demo TW in PA)					
2A4	4. Strategic / tactical actions and formations incl.: Position of players, adjust mvmt., use of equipment, time of possession	4. Actions and formations enhance performance (First Nations, Inuit, Metis games tactics honour place and generational knowledge)	4. Implement strategies / tactics to improve perf. Reflect on strategies / tactics in various PA	2C1	1. TW best with contributions from all members: Accitable, responsible for actions and decisions 2. TW strategies incl.: Constructive feedback, clarifying rules / expectations, create safe praise and encourage, consider indiv. and group strengths 3. Contributing in diff. team roles can promote TW, safety, positive outcomes in diff. ways. Strong communication can establish roles and resp.		1. TW provides opportunity to be held accountable for contributions (and actions, treatment of others)	1. Reflect on contributions made during a team activity		
2A5	5. Modifications of game situations incl.: change enviro, players, equipment, rules	5. Strategies / tactics can be adapted to diff. game situations	5. Modify strategies / tactics based on changes in game situations (increasing complexity of games)	2C2			2. TW can involve indiv. creating or enhancing strategy during PA	2. Demo effective TW strategies during PA (requires guidance and scaffolding)		
Grade 3	2A (Tactics)	Tactics support mvmt. competence (St. examine and integrate tactics in variety of PA)		2B (Mvmt Skills)	Diverse Movement patterns contribute to success across PA (St. demo. and adapt mvmt patterns to enhance skill develop)					
	2A1	1. Pers. and group strengths help develop strategies and tactics: Specific, mvmt. skills, communication, prior experience, knowledge of game	1. Strategies and tactics should include pers. and group strengths	1. Adjust strategies and tactics based on strengths of partic in PA and games	2B1	1. Mvmt patterns incl.: Locomotor, non-loomotor, and object manipulation 2. Patterns are sequence of mvmts TWO STEP mvmt sequence: Run / Catch, Run / Throw, Toss / Hit THREE STEP mvmt sequence: Run / Turn / Catch, Walk / Turn / Throw, Hop / Skip / Jump Feedback improve mvmt patterns		1. Mvmt. patterns are combinations of mvmt. skills Patterns can be a planned set of mvmts. that support success across PA activities	1. Combine Mvmt skills to perform mvmt patterns in various PA	
	2A2	2. Strategies and tactics incl.: Reducing open space by working with others, creating space for teammates, vary mvmt. and intensity of mvmt.	2. Creative thinking needed to generate strategies and tactics	2. Choreograph creative strategies and tactics	2B2	3. Mvmt patterns improved with: Send / receive while changing direction / speed, throw object at diff. ht., adjust speed or change direction to avoid indiv. or objects Patterns and elements of mvmt. modify in rhythmic / expressive PA incl. danc.		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-loomotor, object manipulation Adapt mvmt patterns based on feedback	
	2A3	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	3. Strategies and tactics involve making decisions with limited time and space	3. Demo. decisions making through the application of strategies and tactics Reflect on the outcomes of strategic and tactical decisions	2B3			3. Team Performance can be enhanced through communication (gym should not be quiet, but respectful)	3. Experience a variety of roles / resp. to support team Explain impact of communication (+ and -) on role clarity in PA	
	2A4	4. PA and game structure incl.: Rules, position, boundaries, safety considerations, objectives of games	4. Tactics require an understanding of how games and PA are structured	4. Assess the effectiveness of tactics in various PA and game structure Recognize how change in rules influence tactics used	2C (Soc / Emot)	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. Consideration of team members perspectives support decisions and goal achievement	1. Practice collaboration during PA (needs to be scaffolded)	
	2A1	Structure brings organization to PA (St. examine and demonstrate an understanding of structure in PA)		B (Mvmt Skills)	Movement patterns function to improve performance (St. adapt and apply mvmt. patterns in controlled / dynamic PA)					
	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	1. Structure provides objective purpose to the PA		2B1	1. Mvmt. patterns: Ext in similar ways across PA's, can be customized to enhance proficiency 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		1. Pattern can be transferred across PA for indiv. / group success	1. Demo how mvmt. patterns are applied across various PA (parallel, perpendicular) (D. ways mvmt patterns are experienced through PA and support skill devel.	

2A2	2. Structure can be modified to meet participant needs by changing or adjusting: Equipment (size / type), playing area, time, target / distance	2. Structure provides parameters to support safety, engagement, inclusion		2. Controlled PA = structured, indiv. / partner (sitting or standing / not moving around) and allows for repeated practice of mvmt. skills Dynamic PA = limited in structure yet fluid and changing, require immediate decision making and refinement of movement skills (eg. tag)	2. Controlled and dynamic PA can support mvmt. skill patterns in variety of PA	2. Adapt mvmt. patterns to improve accuracy, speed, proficiency in variety of controlled and dynamic PA's (increasing complexity of drills)
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)	3. Mvmt. combinations, patterns, sequences can be adapted creatively.		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. modify in rhythmic / expressive PA incl. dance	3. Patterns improved by adjusting elements or mvmt.	3. Adapt elements of mvmt to enhance mvmt. patterns (D patterns and elements of mvmt. visible in rhythmic / expressive PA (dance flocking, back to front, 3x)
				2C (Soc / Emot) Conflict resolution supports engagement in PA (St. analyze and apply conflict resolution in PA)		
				1. Team success can be influenced by conflict. Conflict management incl.: Acknowledging emotions, clarify facts / understanding, listen, discuss possible outcomes, propose solutions	1. Team effectiveness influenced by ability to manage conflict (ego) and requires collaboration to find resolution Successful teams develop conflict management practice (well time)	1. Practice conflict resolution skills Reflect on practices used to resolve conflict (worked, didn't, different)
				2. Indiv. / groups in competitive / cooperative situations can experience conflict differently	2. Cooperative / competitive situations may require indiv. / group to adjust thinking / action to resolve conflict (promote cooperation)	2. Discuss how cooperative / competitive situations influence thinking / actions to resolve conflict (promote cooperation)

Character Development			
Organizing Idea:			
Character Development: Exploration of the life opportunities and virtues develop resilience and personal talents and promotes lifelong learning			
Guiding Question / Outcome (GO) (Learning Outcome (LO))			
KUCPS	Knowledge (K)	Understanding (U)	Skills (S) and Procedures (P)
	3. Character Development (K)	3. Character Development (U)	3. Character Development (S/P)
KINDERGARTEN	3 Personal Characteristics influence feelings and emotions (St. Describe personal characteristics / explore feelings and emotions)		Personal Characteristics influence feelings and emotions
	3.1 1. Personal Character contribute to indiv. view (body image) Including: strengths; talents; virtues	1. Personal Characteristics rep. indiv in spec. time and place	1. ID. personal characteristics and how they can be unique or shared
	3.2 2. Expression of feelings can be: physical; artistic; verbal; written	2. Feelings can be shared, identified, expressed and described	2. Express feelings in various ways
	3.3 3. Indiv. experience feelings differently Range of feelings from happy - sad - surprise	3. Everyone experiences feelings and emotions	3. Recognize feelings/emotions are part of human experience
	3.4 Emotional Strategies: break; change; ask for help Support: Family; educators; counselors; Elders; Knowledge keepers.	4. Feelings and emotions connected and change over time	4. ID. strategies to deal with emotions in diff. situations
Grade 1	Personal Characters contribute to self-understanding (St. Examine pers. characteristics, emotions, feelings and relate to self understanding)		Personal Characters contribute to self-understanding
	3.1 1. Personal Characteristics unique and shared	1. Personal Characteristics contribute to: Self worth, self-confidence, self-understanding	1. Recognize how indiv / group characteristics are unique and valued
	3.2 2. Pers. Char. describe strengths and abilities First nations recognize, Pers. Char. as gifts Ares to devel.: patience, honesty, kindness, compassion, empathy.	2. Pers. Char. help indiv. understand self. Diff Cultures acknowledge Pers. Char. in diff. ways	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.
	3.3 3. Emotions show how indiv. feel and have a range of expression: love, sadness, frustration, joy	3. Feelings can be experienced and observed Feelings can be identified and communicated	3. Recognize how emotions can be expressed
	3.4 4. Thoughts, feelings, emotions connected to behaviour Choose appropriate responses: Focus on breath, mvmt break, seek help, identify feelings	4. Feelings, body, brain are interconnected	4. ID. responses to emotions
	3.5 5. Reflection and feedback on feelings/emot. contribute to Personal growth	5. Indiv. experience affect feelings/emotions Feelings/emot. can influence lmg.	5. Reflect on feelings and emotions as result of various PA
Grade 2	Roles and Character Development (St. examine roles, responsibility, self regulation to self-understanding)		Roles and Character Development
	3.1 1. Role = specific position holds in work, social or relationship	1. Roles have diff. responsibilities.	1. Describe / compare resp. in diff. roles Participate in variety of roles in lmg. contexts
	3.2 2. Variety of roles within community	2. Sense of comm. devel. with awareness of role / response. of indiv. in a community	2. Examine ways indiv. positively contribute to comm. through diff. roles. Investigate opp. to partic. in community roles
	3.3 3. People, land, animals have roles and resp. to comm.	3. Comm incl. people, animal, land and all are interconnected	3. Examine ways indiv. contribute to comm. through roles
	3.4 4. Self-regulation = control over attention, thoughts, emotions and behavior	4. Self-reg. help decrease stress / manage anxiety	4. Explain health benefits of Self-reg.
	3.5 5. Self-regulation strategies: Breathing, PA, nutrition / hydration, thinking before responding, recognizing challenges	5. Self-reg. strategies maintain / enhance positive emotions	5. Describe strategies for self-reg. Practice Variety of Self-reg. strategies.
	3.6 6. Self-reg. devel. with help: Parents, family, educators, health care profs., spiritual leaders, elders, Knowledge keepers.	6. Self-reg. connected to signals from mn, body and spirit	6. Explore ways comm. work to support self-reg. ID. signals that support self-reg
Grade 3	Roles Connected to Character Development (St. analyze diff. roles in relation to talent, virtues, resilience)		Roles Connected to Character Development
	3.1 1. Roles can require specific actions, behaviours, responsibilities Indiv. can hold multiple roles Roles can be: cultural, organizational, community, family	1. Roles / occupations have requirements, purpose, and expectations (class roles, gym roles - equipment, warm up...)	1. Examine the requirements, purpose, and expectations of roles and occupations.
	3.2 2. Families are all unique, can be multi generations Children may spend time b/w family units Positive role models can inspire devel. of personal talent	2. Roles are influenced by: family, role models learning enviro, community Roles established and maintained through: culture, relationships, people, land	2. Investigate how personal talents and interests are influenced by role models
	3.3 3. Roles specific to life and career stages Lead to development of: talents, personality, attributes, virtues, strengths, resilience	3. Indiv. assume or earn various roles in lifetime	3. Examine how roles help indiv to devel.
	3.4 4. Self regulation helps indiv. complete commitments, expectations and tasks.	4. Self-regulation helps indiv. adjust to situations	4. Practice self-regulation in variety of contexts
	3.5 5. Resilience = capacity to manage adversity / stress in effective ways	5. Develop of resilience requires understanding of emotions	5. ID emotions in various situations.
	3.6 6. Self-reg. devel. with help: Parents, family, educators, health care profs., spiritual leaders, elders, Knowledge keepers.	6. Resources avail. when strategies are not effective or feeling overwhelmed	6. Create a plan to ID self regulation resources
Grade 4	Variety of Life experiences influence resilience and perseverance (St. interpret how resiliency and persistence can be influenced by experience)		Variety of Life experiences influence resilience and perseverance
	3.1 1. Indiv. seek our experiences based on: Interests, curiosity, pers. enjoyment, ambitions, goals Experience contexts incl.: Physical, social, emotional, career	1. Experiences shared or indiv, variety of contexts, and provide sense of purpose	1. Determine variety of contexts where experiences can be indiv. / shared Investigate experiences in variety of contexts (cross curric)
	3.2 2. Experiences represented through places, language cultural artifacts Experiences on land are significant to lmg. and PD in First Nations, Metis and Inuit comm.	2. Experiences and lead to PD	2. Examine how experiences with places, artifacts and land can be meaningful
	3.3 3. Resilience strategies incl.: ID a purpose, seeking positive role models, solution focused vs. problem focus, breaking down tasks	3. Resilience leads to increased ability to respond to adversity and devel. with perseverance over time	3. Describe strategies for resilience
	3.4 4. Perseverance: courage, commitment, belief in self	4. Perseverance is continuing to do difficult things over time And can help indiv. to succeed despite obstacles	4. Examine how challenging situation involve persistence
	3.5 Perseverance supported by: goals, practice, determination, self-reg., reflection Personal growth / learning from feedback, reflection, failure	5. Perseverance = finding ways to improve skills and stay motivated during challenges	5. Examine connection between perseverance and Personal growth Explain how perseverance affects skill devel. and motivation
	3.6 6. Volunteerism = donating time, energy, talent to benefit community Volunteer provide opportunity to: devel. skills / interests, contribute, create satisfaction / commitment, build confidence / resilience	Volunteer experience lead to more balance and contributing member of comm.	Identify ways volunteering contributes to sense of purpose and belonging
Grade 5	Variety of life experiences influence resilience and perseverance (St. reflect and relate life experience to perseverance and wellbeing)		Variety of Life experiences influence resilience and perseverance
	3.1 1. Life experience can inform: Strengths, preferences, beliefs, attitude, decisions making, virtues	1. Life experience influences understanding of events/ situations / responses	1. Examine how life experience can shape understanding over time

3.2	2. Life experiences = effects / influences of events / subject on indiv.	2. Events / situations provide opportunity for gaining life experience	2. ID life experiences that have influenced thinking or behaviour
3.3	3. Life Experiences can result in: Skill / knowledge acquisition, devel. of personal strengths, applied learning for favorable outcome	3. Life experiences can expose indiv. to challenges or learning opportunities	3. Reflect on personal lrng. / devel. in variety of experiences
3.4	4. Volunteering opportunity to contribute to community	4. Indiv. can contribute to community in diff. ways	4. Connect pers. knowledge and skills to opportunities for volunteering in community
3.5	5. Perseverance can be indiv. / group / community	5. Perseverance led to positive feelings when achieving pers. / community goals	5. Connect perseverance to improvements in indiv. / community circumstances
3.6	6. Perseverance can be supported by protective factors incl.: Parents, family, caregivers, guardians, teachers, spiritual leaders, Knowledge Keepers, Elders, friend / social groups, community, coaches, first responders	6. Perseverance can be supported by protective factors within the community	6. ID protective factors that can support perseverance
3.7	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
Grade 6	Supporting lifelong learning (St. connect well being strategies to life opportunities and lifelong learning)		Supporting lifelong learning
3.1	1. Insight into life roles supported by: Talents, assets, virtues, strengths, interests Independence incl. confidence, ability to make decisions to try new/challenging activities, supports devel. of initiative	1. Changing life roles may require increase in independence to devel. pers. talents	1. Relate pers. skills and interests to various life roles (what could you do)
3.2	2. Learning can occur through challenging / adverse experiences (hard things for great stories) Involvement in variety of activities can lead to PD	2. Pers. potential devel. over time, can evolve from experience, is lifelong process	2. Examine changes in pers. interests, strengths, skills Reflect on pers. skills / interests for continual devel. and growth
3.3	3. Strategies for Learning an PD incl.: Managing time, prioritizing tasks, clarifying expectations, asking questions, reflecting, establishing routines	3. Indiv. can apply variety of strategies to max. learning potential and support PD	3. Devel. an apply personal strategies to support learning and devel.
3.4	4. Variety of volunteerism experiences can provide options about life decisions and career opportunities	4. Volunteerism provides opportunities for social connectedness	4. Discuss effects of volunteerism on self and comm. Plan for potential volunteers opportunities in school and comm.
3.5	5. Discipline incl. taking proactive steps to improve well-being, responding positively to successes / challenge	5. Discipline encourages positive future and inclination to expect favorable life outcomes	5. ID Experiences in which discipline can have positive effect on well-being
3.6	6. Motivation strategies incl.: Focus on positive aspects of situations / events, reflecting on gratitude, seeking positive support / encouragement	6. Hope cultivated through applying motivation strategies	6. Apply motivation strategies in variety of contexts
3.7	7. Goal achievement strategies that build hope incl.: Listing pers. priorities, specific goals, org. goals into smaller steps, devel. creative ways to overcome obstacles	7. Hope can be cultivated with strategies to achieve goals	7. Relate strategies to achieve goals in a variety of contexts

Safety				
Organizing Idea:				
Safety: A lifetime of optimal well-being is supported by prioritizing safety and health				
Guiding Question / Outcome (GQ) (Learning Outcome (LO))				
KUCPS	Knowledge (K)	Understanding (U)	Skills (S) and Procedures (P)	
4	4. Safety (K)	4. Safety (U)	4. Safety (S/P)	
KINDERGARTEN	4	Boundaries in different situations (St. recognize boundaries in various situations)	Boundaries in different situations	
	4.1	1. Boundaries in work and play incl.: rules; symbols; signs; digital citizenship	1. Boundaries = guidelines to keep people safe	1. Describe personal, physical, visual Boundaries
	4.2	2. Permission communicated verbally with "Yes" and "no", Non-verbally. Request permission with: "May I..."; "Can I, please?"; "Is it OK?"	2. Boundaries created through permission or refusal	2. Indicate permission verbally Indicate refusal verbally and nonverbally in various contexts
	4.3	3. Personal boundaries can be communicated with words or actions	3. Boundaries communicate how people want to be treated	3. ID how to communicate personal needs and expectations
Grade 1		Boundaries contribute to safety (St. Explain how boundaries connect to safety)	Boundaries contribute to safety	
	4.1	1. Consent incl. giving / agreeing to something, asking for permission Refusal can be verbal of non-verbal: shaking head, facial expression, hand gestures, walking away	1. Pers. Boundaries connected to indiv. body and personal space Consent = clear communication of permission and refusal	1. Practice ways to express, obtain and refuse consent re. personal Boundaries
	4.2	2. Safety incl. diff between situations that are safe and unsafe / uncomfortable	2. When boundaries are crossed, can tell trusted adult Important to ask for help in situations that do not feel safe	2. Identify trusted adults in school and community Describe diff. between safe and unsafe / uncomfortable situations
	4.3	3. Boundaries can change in situations incl.: type of activity, people involved, purpose, use of tech.	3. Boundaries can change over time or in diff situations	3. Discuss situations or reasons that lead to boundary change
	4.4	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	Substances can be harmful	4. Needs and wants to connect to feelings of safety and security ID. how Boundaries protect pers. / group ID harmful household substances
Grade 2		How to promote Safety (St. examine and apply personal safety in variety of situations)	How to promote Safety	
	4.1	1. Safety strat defvle in: Home, school, online, emergencies	1. Safety strategy can be practiced	1. Practice safety strategies in various situations
	4.2	2. Safety = Indiv. free from phys. harm, injury, illness, emot. harm. Decisions of safety incl. accepting / refusing consent.	2. Safety survival need Indiv consent important to decisions Trusted adults as support in unsafe / uncomfortable situations	2. Discuss ways to respond in unsafe / uncomfortable situations
	4.3	3. Substances can be harmful if used improperly Safety concerns are specific to situation and context	3. Safety involves risk assessment of situation and substances	3. Classify situation as safe or unsafe Describe situations where substances may be harmful Examine how safety can be improved in various situations
Grade 3		Safety and Health (St. investigate how safety is related to health)	Safety and Health	
	4.1	1. Proactive planning: Wearing proper gear, instruction and guideline awareness, digital citizenship	1. Safety involves prevention and proactive planning	1. Examine situations that require proactive planning (every gym class is an opportunity to review)
	4.2	2. Consent = clearly establishing, requesting, obtaining, and giving permission or refusal (incl. refusal for personal safety)	2. Consent imp. for personal safety	2. Practice permission and refusal skills in various contexts
	4.3	3. Specific rule and guidelines: Determine course of action, prevent accidents, protect safety of self and others	3. Rules / Guidelines promote safety	3. Explain the function or purpose of specific rules / guidelines in various contexts (St. Review of specifics)
	4.4	4. Experience in challenging situations can devel. safety knowledge Substances can be: Legal, illegal.	4. Safety impacted by enviro. and behaviours Use of legal and illegal substances impact well-being	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
	4.5	5. Pers. safety resources incl.: Safety networks, EMS, Manuals / guidelines	5. Safety of self and others met with awareness of supports	5. ID resources to support safety (interpreting signs and icons)
Grade 4		Responsibility affects Safety (St. analyze and explain how responsibility and how can impact personal safety)	Responsibility affects Safety	
	4.1	1. Resp. incl. making decisions to ensure others self and others are NOT in unsafe or uncomfortable situations.	1. Responsibility = opportunity, ability, or right to act and make decisions independently	1. Describe responsibility and impact on personal / group safety in variety of contexts
	4.2	2. Consent is critical to respecting rights, feelings, belongings of others	2. Responsibility includes respecting rights and feelings of others	2. ID. situations where response. supports the rights and feelings of others
	4.3	3. Responsibility occurs in: home, learning enviro., community, online Responsibility includes how one handles substances	3. Responsibility incl. awareness of surroundings to determine safety of situation	3. Examine how responsibility can impact safety in variety of situations
Grade 5		Responsibility leads to a desired outcome (Analyze responsibility and consider the impact on wellbeing)	Responsibility leads to a desired outcome	
	4.1	1. Responsibility = accountable to actions / decisions and accepting results / consequences and incl.: requesting, obtaining, giving, refusing consent Resp. incl. respecting, accepting, refusal of consent of others Decisions about substances influenced by: Media, peer influences, marketing	1. Pers. actions / decisions affect physical, social-emotional and financial well-being	1. Reflect on consequences of pers. actions affect well being of self and others Examine impact of variety on pers. actions and decisions
	4.2	2. Responsibility can be devel. with leadership roles to promote safety of self and others	2. Personal role and responsibilities incl. promoting safety of self and others	2. Describe situation where responsible leadership supports safety / well being of self / others
Grade 6		Risk influences the outcome of an action (St. Examine risk and ID factors that influence actions)	Risk influences the outcome of an action	
	4.1	1. Risk is overall asesment and ID of hazards Considering possible outcomes can inform decisions regarding consent in risk-taking activities Risk involves taking action that may evoke felling such as: independence, fulfillment, uncertainty, vulnerability	1. Measured risk can be taken in stages and more likely when indiv. feels safe, respected and trusted	1. Discuss how feeling assoc. with risk taking affect actions and decisions Explain how to deal with unwanted attention, communication, or images
	4.1 cont	Digital Privacy is important to protect pers. info. Digial safety risks with with tech. incl.: Intrusion of privacy, bullying, misinformation, inability to request/obtain/give consent, exploitation Internet and ocial medical expose indiv. to unwanted communication / image/ info. an sharing explicit / graphic images have significant consequences under Criminal coe of conduct	1. Safe online, digital technology, and social media practices can reduce risk.	1. Assess safety and vulnerability risks associationd with use of digital technology Identify potential harms from online and oclia media use
	4.2	2. Short / long term risk can be managed / reduced through: Planning, rehearsal, evaluation	2. Risk can lead to increased likelihood of complications	2. Describe consequences from risk taking in various contexts
	4.3	3. Risks of substances can incl.: Addiction, impaired brain devel., decreased mental health, impaired thinking	3. Several risks from substances can have short / long-term effects	3. Recognize risks assoc. with substance use ID positive choices and actions that reduce risks assoc. with substance use
	4.4	4. Aspects of life impacted by risk incl.: Mental health, phys. well-being, safety	4. Risk has potential to pos. / neg. impact several aspects of life	4. Reflect on pos. / neg. impact of risk taking in variety of contexts

Healthy Eating

Organizing Idea:

Healthy Eating: A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.

Guiding Question / Outcome (GQ)
(Learning Outcome (LO))

KUCPS		Knowledge (K)	Understanding (U)	Skills (S) and Procedures (P)
KINDERGARTEN	5	Food is necessary for life (St. explore how food is connected to daily life)		
	5.1	1. Food is what indiv. eat / drink.	1. Food provides energy for body to function and grow.	1. Explore variety of foods that help body grow
	5.2	2. Food obtained from markets, grocery stores, from land Food from land from: Gardening, fishing, hunting, farming	2. Food obtained from variety of sources	2. ID sources and origins of variety of foods
Grade 1	5	Food impacts well-being (St. examine external factors that influence food choices and decisions)		
	5.1	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?)	1. Foods can be natural or processed	1. Differentiate between whole and processed foods
	5.2	2. Variety of foods provide more / less of what body needs Indiv. make decisions about what to eat as part of well-being	2. Variety of foods needed by body to grow and devel. Indiv. expand food preferences by trying new foods	2. Examine decisions made in choosing food ID. foods that contribute to growth and devel. of body
Grade 2	5	Food impacts well-being (St. Examine internal / external factors that influence food choices / decisions)		
	5.1	1. Cues assoc. with hunger incl.: Stomach growling, low energy, irritability Cues assoc. with thirst incl.: Dry mouth, low energy, headache	1. Body provides cues to tell indiv. when hungry or thirsty	1. Discuss cues assoc. with hunger and thirst
	5.2	2. Food guidelines provide info. about variety of food needed by body	2. Food guidelines help inform decision making	2. Explore recommendations from variety of food guidelines to support nutritional decisions
	5.3	3. Food allergies are body reacting to food Allergic reactions to food can be mild to severe to anaphylactic shock	3. Foods can contain risks and benefits to indiv. health	3. Examine pers. food preferences ID pers. food allergens
	5.4	4. Food can foster: Community, connection, family, tradition, celebration	4. Food can provide opportunity for indiv. to experience culture / traditions	4. Discuss ways food provides insight into culture / culture / traditions
Grade 3	5	Nutrition has a function in the body (St. investigate food and describe effects on body)		
	5.1	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	1. Explore effects of food and hydration on brain / body
	5.2	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	2. Examine how food-preparation techniques can affect characteristics of common food (Science lab)
Grade 4	5	Nutrition influences health (St.examine nutrition an explain how it informs decisions about food)		
	5.1	1. Nutrients from food incl.: Fats, protein, carbs., water, vitamins, minerals	1. Body needs variety of foods for diff. nutrients to function and for well-being	1. Explain effects of nutrition on well-being
	5.2	2. Balanced food choices informed from sources that incl.: Health Professionals, nutrition guidelines, food labels	2. Credible nutritional info. can come from variety of sources	2. ID / Consider sources of credible nutritional info / determine requirements for balanced food choices
	5.3	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	3. Food choices can affect ability to acquire essential nutrients	3. Explore benefits assoc. with various foods Investigate food choices that require alt. sources of nutrition
Grade 5		Nutrition contributes to health and well-being (St. evaluate aspects of nutrition and examine benefits to well-being)		
		1. Hydration and nutrition can affect: Learning, concentration, activity, behaviour In First Nations, Métis, and Inuit communities, nutrition contribute to holistic, medicinal, or healing practices that enhance physical and emotional well-being.	1. Nutrition is essential for good health, disease prevention and longevity	1. Describe how nutrition and affect mental / physical health and well being
		2. Nutrition and hydration can affect body systems incl.: Cardiovascular, digestive, musculoskeletal, reproductive	2. Nutrition and hydration provides energy and nourishment to body system	2. Reach the effects of nutrition and hydration on body systems
		3. Social / Cultural experiences influence food decisions First Nations, Métis, and Inuit cultural knowledge about food choices are tied to the land.	3. Nutritional sources connected to traditional and cultural practices First Nations, Métis, and Inuit gatherings, ceremonies, practices, and protocols can influence nutritional choices.	3. Discuss nutritional sources from various cultures and traditions
		4. Nutritional requirements change for different devel. stages Nutritional choices affected by indiv. eating cues incl.: Hunger, appetite, satiety	4. Nutrition and hydration may need adjusting in response to various factors	4. Investigate personal factors that influence nutrition and hydration requirements
		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. Nutrition improve through planning and preparing balanced snacks and meals	5. Assess nutritional value of various snacks and meals
Grade 6		Access to food affects nutrition (St. examine how access to food affects nutritional decisions)		

	<p>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</p>	<p>1. Access to traditional and nutritious food is different for indiv. and affect by various factors</p>	<p>1. ID factor that affect access to food</p>
	<p>2. Access to food incl.: Availability of food for specific dietary / cultural needs, indiv. preferences Lack of access to food affects well being</p>	<p>2. Access to food affects indiv. nutritional intake and ability to make balanced food choices (what we eat around the world)</p>	<p>2. Discuss the effects of limited nutrition choices on physical / mental well-being.</p>
	<p>3. Context that affect nutritional choices incl.: Restaurant, social / recreational event, learning enviro. Cost of food varies due to context Energy-dense fast foods are easier to access than nutritious foods</p>	<p>3. Access and cost with in a variety of context affect nutritional choices</p>	<p>3. Evaluate how access affects nutritional choices in various contexts Compare food cost in variety of contexts</p>

Healthy Relationships

Organizing Idea:

Healthy Relationships: Personal well being is supported through positive relationships built on communication, collaboration, empathy and respect

Guiding Question / Outcome (GQ)
(Learning Outcome (LO))

KUCPS

Knowledge (K)

Understanding (U)

Skills (S) and Procedures (P)

6

6. Healthy Relationships (K)

6. Healthy Relationships (U)

6. Healthy Relationships (S/P)

Kindergarten

6

Healthy Relationships
(St. examine healthy relationships in play and learning enviro.)

Healthy Relationships

6.1

1. Health relationships. based on shared experience/interests, kindness and mutual respect
Person can be connected to: people, the land, animals, a place

1. Relationships about being connected / friendships unique connection b/w two people

Describe how people are connected to the above
Define and practice friendship

6.2

2. Healthy relationships lead to broad range of feelings and result in feeling loved, respected, cared for and valued

2. Healthy relationships support social-emotional well being

2. Discuss impact of healthy relat. on Pers. feelings

Grade 1

Connections support Healthy Relationships
(St. investigate how connections in play and educational settings lead support healthy relationships)

Connections support Healthy Relationships

6.1

1. Playgrounds and community centres

1. Communal spaces bring people together

1. Describe ways community supports relationships with others

6.2

2. Healthy relat. (friendships) develop with trust and shared experience

2. Healthy relat. essential human need for social-emot. well being

2. Explain how shared goal support healthy relat.
Explore how healthy relationships. fulfills human need
Practice words / actions that support friendship

Grade 2

Healthy Relationships portrayed in various contexts
(St. connect healthy relationships to a variety of contexts)

Healthy Relationships Portrayed in various contexts

6.1

1. Healthy relationships stronger with frequent / ongoing interactions

1. Healthy relat. include bonds with people or nature

1. Reflect on how pers. relat. are maintained or strengthened

6.2

2. Friendships devel. with: sharing, listening to ideas, shared experiences

2. Connections in comm. devel. social-emotional well being

2. ID. comm. supports to enhance well-being
Practice sharing wand listening to ideas of others

Grade 3

Problem Solving to support healthy relationships
(St. Investigate problem solving)

Problem Solving to support healthy relationships

6.1

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.

1. Problem solving / resolution can facilitate understanding and connections

1. Generate solution to problems in relationships contexts (proactive)
ID. respectful and positive interactions
Practice conflict-resolution strategies to support friendship

6.1

1. Problem solving incl.:
Rephrasing to clarify, determining relevant info., considering possible outcomes
Friends can resolve by:
Listening, understand others point of view, apologizing when appropriate, consider solutions, getting help from adult or peer

1. Problem solving / resolution can facilitate understanding and connections

1. Generate solution to problems in relationships contexts (proactive)
ID. respectful and positive interactions
Practice conflict-resolution strategies to support friendship

6.2

2. Indiv. in comm. share response. for fair solutions

2. Resolution in comm. restores balance with self, others, land

2. Investigate how communities use resolution to restore balance (social studies)

6.3

3. Relationships building and resolution incl.: Empathy, forgiveness, compromise, respect

3. Resolution leads to respectful and positive interactions

3. Explain connection b/w resolution and develop. of healthy relationships.

Grade 4

Conflict resolution and healthy relationships can be mutually supportive
(St. reflect on resolution and explain connections to healthy relationships)

Conflict resolution and healthy relationships can be mutually supportive

6.1

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

1. Resolution supports healthy relationships

1. Describe strategies that support resolution, conflict or challenge

6.2

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

2. Indiv. have right to live in healthy, safe and bully-free enviro.

2. Recognize harmful behaviours
ID actions that can be taken when bullying occurs

6.3

3. First Nations, Metis, Inuit comm. have trad. events, processes, ceremonies to renew relationships, restore balance and reconcile conflict

3. First Nations, Metis, Inuit comm. resolution involves restoring harmony to restore balance for indiv and comm. well being

3. Discuss importance of trational First Nations, Metis, Inuit events and ceremonies and how they reconcile relationships

6.4

4. Resolution involves recognizing actions have consequences for oneself, others and comm.

4. Resolution requires the sharing of multiple points of view

4. Explain significance of acknowledging conflict and taking responsibility in conflict resolution
Discuss multiple points of view involved in resolution

Grade 5

Healthy relationships support understanding in various social contexts
(St. acknowledge connect perspective of self and others through communication and listening skills)

Healthy relationships support understanding in various social contexts

6.1

1. Perspectives can support collaboration through shared interpretation / understanding / findings and influenced by: Virtues, peers, media, experiences, family, kinship ties

1. Perspective incl.:
Perceive, understand, feel in various physical / social contexts
Perspective indiv. / shared

1. Describe how experiences affect indiv., or group perspectives
ID per sonal and enviro. factors that influence perspectives

	6.2	2. Effective listening and communication skills incl.: Listening, asking clarifying questions, paraphrasing, recognizing non-verbal cues, consider audience / point of view, respectful interactions	2. Perspective shaped / shared through effective listening and communication skills	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
Grade 6		Healthy relationships support understanding in various social contexts (St. consider and describe variety of perspective that support the devel. of healthy relationships)		Healthy relationships support understanding in various social contexts
	6.1	1. Pos. social behaviours incl.: Respecting others, helping others, being honest, acknowledge diversity	1. Healthy relationships and prosocial behaviour can be enhanced by considering the perspectives of others	1. Demo. pos. social behaviours to devel. / maintain healthy relationships
	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	2. Healthy relationships require consideration for diff. opinions, thoughts, feelings, beliefs, needs	2. Consider ways in which diverse perspectives align or differ ID how consideration of others perspective contribute to empathy
	6.3	3. Appreciation of social / cultural perspective can contribute to: Acceptance, inclusion, common good	3. Perspective contributes to sense of belonging and interconnectedness	3. Examine the connection between perspective, social / emotional well-being
	6.4	4. Empathy improved through: Role modeling, practice, reflection	4. Devel. of empathy can reduce bullying behaviour	4. Examine how empathy with diff. perspectives supports healthy relationships

Growth and Development

Organizing Idea:

Growth and Development: Decision making that optimizes personal health and well-being is informed by understanding growth and development

Guiding Question / Outcome (GQ)
(Learning Outcome (LO))

KUCPS		Knowledge (K)	Understanding (U)	Skills (S) and Procedures (P)
	7	7. Growth and Develop (K)	7. Growth and Develop (U)	7. Growth and Develop (S/P)
KINDERGARTEN	7	Growth Unique to Indivi. (St. ID phys. growth)		Growth Unique to Indivi.
	7.1	1. Phys. growth can be observed	1. Phys. growth diff. for everyone	1. Recognize PE diff. for everyone.
	7.2	2. Growth involves changes in bodies	2. Bodies are special / unique	2. Describe phys. changes in body since birth
Grade 1		Growth Multi-Faceted (St. investigate growth and how it is connected to healthy practices)		Growth Multi-Faceted
	7.1	1. Phys growth begins before birth and lasts lifetime Phys growth occur over time Parts of body can be ID using proper names	1. Phys.growth = feature change Changes unique and can be proud	1. Describe how body grows and changes over time
	7.2	2. Healthy Hygiene: dental, hand washing / sanitization, cover up cough/sneeze, not sharing personal things, sleep and rest	2. Healthy hygiene support health and growth	2. Describe healthy hygiene practices
Grade 2		Growth changes over time (St. examine how growth is affected by vairables)		Growth changes over time
	7.1	1. Body image = how indiv. views and feels about body Factors: food, PA, rest, family traits	1. Positive body image = accept and appreciate changes in body	1. Recognize how various factors affect healthy growth
	7.2	2. Body parts that exhibit diff. rates of growth: hair boot size, height	2. Body growth varies and occurs at diff. rates	2. Acknowledge body parts that growth is clearly visible
Grade 3		Development Evolves through Growth (St. examine development and personal growth)		Development Evolves through Growth
	7.1	1. Development process of becoming unique: Mind, body, spirit, emotion, self-image	1. Devel. natural, multi-faceted, continuous	1. Describe devel. changes from childhood
	7.2	2. Devel. can be: Observed, experienced, described (seen, felt, talked about)	2. Devel. occurs at diff speeds in diff. areas	2. Examine diff. areas of development and how they are slow, fast or unchanged
	7.3	3. Devel. follows a predictable sequence Each new stage has new: expectations, abilities, response. Life stages incl.: infancy, childhood, adolesc., adulthood	3. Devel. happens in predictable life patterns / stages	3. Examine how personal devel. is related to life stage
	7.4	4. Internal devel. factors: Genetics (family), personal traits, life experiences, prior learning External devel. factors: family, culture, enviro, social relationships	4. Internal and External factors influence devel. at diff. rates	4. Communicate how internal and external factors affect devel.
Grade 4		Change is reflected through development (St. explore various areas of development)		Change is reflected through development
	7.1	1. Social Emot. changes incl.: Self image / confidence, body image, emotions, relationships, social skills	1. Social - Emot. factors influence positive mental health and well being	1. Describe changes related to social-emot. devel.
	7.2	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	2. Social devel. helps build and maintain positive relationships.	2. Consider how to interact and respond to others in a variety of contexts and settings.
	7.3	3. Intellectual devel. incl. critical and creative us of mind for: Concentration, perception, problem solving, memory	3. Intellectual devel. enables indiv. to think, reason, organize ideas and thoughts to make informed decisions	3. Describe changes related to intellectual devel.
	7.4	4. Social - emot / intellectual / spiritual devel. occurs through: Listening, observing, communicating, speaking first language, learning	4. Social - emot / intellectual / spiritual devel. occurs in many ways	4. Explore ways of supporting Pers. Devel.
	7.5 - 7.9 PUBERTY	See main curriculum for specifics		PUBERTY - See full curriculum
Grade 5		Maturation, growth and development are interconnected (St. investigate maturation ID changes during adolescence)		Maturation, growth and development are interconnected
	7.1	1. Brain changes associated with maturation incl.: Efficiency / effectiveness, connectivity between brain regions, changes in frontal lobe / prefrontal cortex / executive function	1. Maturation occurs birth and is significant in adolescence Maturation can result in changes in brain	1. Describe impact maturation has on the brain
	7.2	2. Maturation: Is diff. for indiv, can result in uneven muscle / bone growth, can result in changes in coordination in movmt. skills, can incl. bones growing faster than muscle	2. Maturation involves awareness and interconnectedness of: Physical, cognitive, behavioural changes	2. ID and describe physical, cognitive and behavioural changes that occur during adolescence
	7.2 Cont	2. Indiv. behavioural change such as: Setting pers. goals, seeking independence, prioritizing others, increased capacity for responsibility Indiv. cognitive changes such as: Ability to retain, proces, organize large amounts of info, enhanced critical thinking / decision making	2. Indiv. think about / describe themselves to others in unique ways and should be respected Maturation = changes in body that occur at different rates	
	7.3- 7.6 PUBERTY	See main curriculum for specifics		PUBERTY - See full curriculum
Grade 6		Decision making supports change during maturation (St. examine physical, social, personal and enviro. factors connect to maturation during adolescence)		Decision making supports change during maturation
	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	1. Knowledge of changes during maturation support holistic well-being Maturation can result in indiv. increase in ability, adaptability, capacity in various contexts	1. Consider impact of physical, cognitive, emotional and social changes during maturation in adolescence
	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	2. Maturation supported through various pers. and enviro. factors	2. ID personal and enviro. factors that influence well-being / maturation during adolescence

	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	3. Growth associated with maturation can lead to increased phys. needs	3. Connect phys. needs to maturation changes during adolescence
7.4- 7.8 PUBERTY	See main curriculum for specifics		PUBERTY - See full curriculum

Financial Literacy

Organizing Idea:

Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups and communities

		Guiding Question / Outcome (GQ) (Learning Outcome (LO))		
KUCPS		Knowledge (K)	Understanding (U)	Skills (S) and Procedures (P)
		8. Financial Literacy (K)	8. Financial Literacy (U)	8. Financial Literacy (S/P)
KINDERGARTEN		What is money? (St. explore money)		What is money?
	8.1	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	Money has unique features to represent value	Explore value of Cnd. coins / bills ID features of Cnd. coins / bills
Grade 1		Ways money can be used (St. explor money and how its used in everyday life)		Ways money can be used
	8.1	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	1. Money used to exchange for goods and services Money has value and purpose in everyday life	1. Explore value of Cnd. bills / coins Sort Cnd. bills / coins
	8.1 cont	Ways money can be used (St. explore money and how its used in everyday life)	1. Money ha unique features that represent its value	1. Identify goods and services that can be exchanged for money (class economy)
Grade 2		Money Management is influenced by decision making (St. relate money to decision making)		Money Management is influenced by decision making
	8.1	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. Managing money involves decision making	1. Distinguish between a paying job and volunteer work Describe how money can be divided for diff. purposes
	8.1 cont	1. Indiv. can donate money to charity / organizations to support a cause or others Money can be earned in exchange for work that i done or goods and services provided Responsible decision making involves spending money on needs before wants	1. Decisions related to money are based on needs and wants	1. Practice making money-related decisions in various contexts
Grade 3		How to support money management (St. describe strategies that support money management)		How to support money management
	8.1A	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. Individuals can develop good habits early in life to make responsible money decisions now and in the future	1. Discuss the importance of responsible spending and saving
	8.1B	1. Saving = keeping money aside for unexpected expenses, future expenses / activities, plans / goals Responsible savings supported through: Consider needs / wants, financial goals, savings account, saving earned money regularly	1. Saving is essential for personal short-term and long-term goals	1. Identify possible short-term and long-term saving goals
	8.1C	1. Responsible money management can allow indiv. to support others in need through donations	1. Donating money can have a significant impact on the well-being of others	
Grade 4		Personal Finances (St. examine factors that influence spending)		Personal Finances
	8.1A	1. Money commonly exchanged in: Currency, credit / debit card, e-transfer, prepaid card Currency = bills / coins	1. Goods and services can be purchased in a variety of ways	1. ID a variety of situations that would use different forms of money
	8.1B	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. Consider a variety of factors when making decisions about spending money.
	8.1C	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		
	8.2	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)	2. Banking practices play significant role in managing personal finances	2. Describe the purpose of various banking practices Apply various banking practices in a variety of contexts
Grade 5		Supporting financial goals (St. demo how planning can support financial goals)		Supporting financial goals
	8.1A	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. Budgeting is important to responsible financial decision making and can support achieving short-term and long-term financial goals.	1. Develop a simple budget for an activity or event
	8.1B	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. Examine the components of a budget
	8.1C	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.		1. Create a savings plan for short-term and long-term goals
	8.2	2. A consumer is an individual who purchases goods and services Factors that influence consumer choice incl.: Marketing, advertisement, media, availability, trends, price	2. When purchasing goods and services, individuals have the ability to make choices.	2. Examine factors that influence consumer choice.
Grade 6		Enhancing personal finances (St. investigate borrowing and investing in a variety of situations)		Enhancing personal finances
	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	1. Borrowing money to buy goods and services can have financial risks and benefits	1. Analyze the risks and benefits of borrowing money in a variety of situations
8.1C	1. Decisions by banks / financial institutions to loan money based on: Ability to repay, previous loan history, other existing debt, intended purpose	1. Borrowing money can support financial goals if done appropriately	1. Identify situations where an individual can responsibly take on debt
8.1D	1. Borrowing money through loans can cost money in the form of interest on the amount borrowed and over the term of the agreement Interest is a fee paid to the bank or financial institution that loaned the money		
8.2	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. Investing money can have financial risks and benefits	2. Analyze the risks and benefits of investing in a variety of situations