

# Journaling/Dialogue Vetted KUSPs (skills/procedures) for 7 to 9 Phys Ed and Wellness

Grade 7						
<b>A</b>	<b>ACTIVE LIVING (OI)</b>	<b>A: Learning Outcome</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	Cnd 24 Mvmt Guide = children/youth limit sed to less than 2 hrs/day
	PA embedded into daily living contributes to an Indiv's health and WB across a lifespan.	Students relate regular PA to health and WB.	Discuss how WB can be improved/maintained through regular PA.	Explore ways to increase PA and decrease sed behav in daily routines.	Explore guidelines and principles that support physical WB.	
<b>B</b>	<b>MVMT SKILLS (OI)</b>	<b>B (Mvmt Skills)</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	
	Developing and applying creative-thinking and decision-making skills through mvmt is a feature of becoming a physically literate Indiv.	Students relate practice and feedback to improvement of mvmt patterns/skills in various PA.	Examine feedback related to mvmt patterns/skills.	ID errors in technique and modifications to improve perf.	ID mvmt skills that can be transferred b/w daily activities/routines.	
<b>C</b>	<b>MVMT TACTICS/STAT (OI)</b>	<b>C: Learning Outcome</b>	<b>C1</b>	<b>C2</b>	<b>C4</b>	<b>C5</b>
	Developing and applying creative thinking and decision making skills through mvmt is a feature of becoming a physically literate Indiv.	Students integrate tactics and strategies within various games and PA.	Examine the structure, tactics, and strategies of various categories of games/PA.	Compare the structure of games/PA across categories.	Integrate activity-specific terminology into games/PA.	
<b>D</b>	<b>PERS/SOC DEVEL I (OI)</b>	<b>D: Learning Outcome</b>	<b>D1</b>	<b>D3</b>	<b>D4</b>	
	Developing Pers and social skills through a variety of mvmt experiences contributes to meaningful participation in PA across a lifespan.	Students investigate how safety and Inclusion contribute to collective WB.	Relate Inclusion to PA.	Discuss the RLS b/w partic and feeling safe and INCLD in PA.	Devel rules and protocols that support INCLUSION in games/PA.	
<b>E</b>	<b>PERS/SOC DEVEL II (OI)</b>	<b>E: Learning Outcome</b>	<b>E1</b>	<b>E3</b>	<b>E4</b>	
	Developing Pers and social skills through a variety of mvmt experiences contributes to meaningful participation in PA across a lifespan.	Students investigate how communication can be used in games and PA.	Id ways of communicating during games /PA.	Discuss negative consequences associated with conflict in games/PA.	Identify ways to resolve conflict during games/PA.	
<b>F</b>	<b>FOOD LITERACY (OI)</b>	<b>F: Learning Outcome</b>	<b>F1</b>	<b>F3</b>	<b>F4</b>	
	A lifetime of optimal WB and physical wellness is supported by prioritizing nutrition and food literacy.	Students examine how food literacy supports Pers WB.	Discuss food literacy and its impact on WB.	Explore ways diverse social and cultural practices influence food literacy.	Examine factors that influence food choices.	
<b>G</b>	<b>SAFETY (OI)</b>	<b>G: Learning Outcome</b>	<b>G1</b>	<b>G3</b>	<b>G4</b>	<b>G6</b>
	A lifetime of optimal WB is supported by prioritizing health and safety.	Students examine strategies that support health and safety in a variety of contexts	Discuss strategies to manage risk to pers health/safety.	Explore opportunities and situations for measured risk taking.	Reflect on ways that peer pressure influences decision making.	
<b>H</b>	<b>GROWTH/DEVEL (OI)</b>	<b>H: Learning Outcome</b>	<b>H1</b>	<b>H2</b>	<b>H3</b>	
	Positive sexual health (SH), developed and affirmed through informed decision making, supports WB.	Students explore Pers beliefs and decisions in relation to sexual health and activity.	Describe the components of sexual health.	Examine how Pers beliefs and decisions influence sexual health and activity.	Consider possible impacts of sexually explicit material.	
<b>I</b>	<b>I: HEALTHY SEXUAL RLS (OI)</b>	<b>I: Learning Outcome</b>	<b>I1</b>	<b>I2</b>	<b>I4</b>	<b>I6</b>
	Pers WB can be supported through healthy sexual RLSs built on respect, communication, and trust.	Students examine intimacy and its role in healthy sexual RLSs.	Differentiate b/w types of intimacy.	Describe healthy sexual RLSs.	Discuss verbal and non-verbal ways sexual consent can be provided or withdrawn.	
<b>J</b>	<b>HEALTHY SOCIAL RLS (OI)</b>	<b>J: Learning Outcome</b>	<b>J1</b>	<b>J4</b>		
	Pers WB is supported through healthy RLSs built on respect, communication, and trust.	Students relate changes during adolescence to the level of healthy RLSs.	Examine how changes during adolescence affect RLSs.	Discuss the impacts of negative social behav on RLSs.		
<b>K</b>	<b>MENTAL WELL-BEING (OI)</b>	<b>K: Learning Outcome</b>	<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>K4</b>
	Developing and affirming skills that support mental health contribute to WB.	Students explore protective strategies to support mental WB.	Explore incorporation of protective strategies into everyday situations and routines.	Discuss stressors associated with adolescence.	Reflect on Pers experiences with stress.	
<b>K</b>						<b>K5</b>
						Relate protective strategies to mental WB.
Grade 8						
<b>A</b>	<b>ACTIVE LIVING (OI)</b>	<b>A: Learning Outcome</b>	<b>A1</b>	<b>A3</b>		
	PA embedded into daily living contributes to an Indiv's health and WB across a lifespan.	Stdnt investigate how PF can support AL.	Reflect on Pers factors that influence commitment to regular PA.	Reflect on pers strengths, interests, challenges, and goals as they relate to health-related/skill-related components of fitness.		
<b>B</b>	<b>MVMT SKILLS (OI)</b>	<b>B (Mvmt Skills)</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	
	Developing and applying creative-thinking and decision-making skills through mvmt is a feature of becoming a physically literate Indiv.	Stdnt refine mvmt patters/skills in a variety of PA.	Relate the pursuit of mastery to refinement of mvmt patterns/skills.	Apply feedback methods to improve mvmt patterns/skills.	Explore the transfer of mvmt patterns/skills b/w various PA or mvmt experiences.	
<b>C</b>	<b>MVMT TACTICS/STAT (OI)</b>	<b>C Learning Outcome</b>	<b>C2</b>	<b>C3</b>		
	Developing and applying creative thinking and decision making skills through mvmt is a feature of becoming a physically literate Indiv.	Stdnt apply game sense in a variety of games/PA.	Apply tactics and strategies for various games/PA.	Adapt tactics and strategies in response to changing constraints within a games/PA.		
<b>D</b>	<b>PERS/SOC DEVEL I (OI)</b>	<b>D: Learning Outcome</b>	<b>D1</b>	<b>D2</b>		
	Developing Pers and social skills through a variety of mvmt experiences contributes to meaningful participation in PA across a lifespan.	Students examine behav that promote safety and INCLUSION in relation to participation in games and PA.	Explore Indiv and group behav that promote INCLUSION during games and PA.	Relate Indiv strengths, talents, and assets to roles and responsibilities in games and PA.		
<b>E</b>	<b>PERS/SOC DEVEL II (OI)</b>	<b>E: Learning Outcome</b>	<b>E1</b>	<b>E2</b>	<b>E3</b>	
	Developing Pers and social skills through a variety of mvmt experiences contributes to meaningful participation in PA across a lifespan.	Stdnt apply conflict resolution in a variety of games/PA contexts.	Explore a variety of roles within various games/PA.	Examine actions that can support the conflict-resolution process in games/PA.	Discuss how followership supports leadership in resolving conflict.	
<b>F</b>	<b>FOOD LITERACY (OI)</b>	<b>F: Learning Outcome</b>	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>F4</b>
	A lifetime of optimal WB and physical wellness is supported by prioritizing nutrition and food literacy.	Stdnt analyze connections b/w FL/Health/Nutrition.	Id credible sources for nutritional info.	Examine nutritional requirements during adolescence.	Consider the role of social media and advertising in food choice.	
<b>G</b>	<b>SAFETY (OI)</b>	<b>G: Learning Outcome</b>	<b>G1</b>	<b>G2</b>	<b>G4</b>	<b>G5</b>
	A lifetime of optimal WB is supported by prioritizing health and safety.	Stdnt examine social/emotional skills in relation to health/safety.	Discuss adolescent susceptibility to health and safety risks.	Reflect on unsafe situations that adolescents face online, at home, at school, and in the community.	Relate social and emotional skills to health and safety in various situations.	
<b>H</b>	<b>GROWTH/DEVEL (OI)</b>	<b>H: Learning Outcome</b>	<b>H1</b>	<b>H2</b>	<b>H5</b>	
	Positive sexual health (SH), developed and affirmed through informed decision making, supports WB.	Stdnt relate sexual health practices to healthy living.	Discuss influences on Pers decisions about sexual activity.	Describe effective methods of contraception.	Describe harmful effects associated with exposure to sexually explicit material.	
<b>I</b>	<b>I: HEALTHY SEXUAL RLS (OI)</b>	<b>I: Learning Outcome</b>	<b>I1</b>	<b>I2</b>	<b>I3</b>	
	Pers WB can be supported through healthy sexual RLSs built on respect, communication, and trust.	Stdnt analyze factors that impact sex RLS.	Examine various factors that impact sexual relationships.	Relate social and emotional maturity to decision-making about sexual activity.	Discuss the role of communication in sexual relationships.	
<b>J</b>	<b>HEALTHY SOCIAL RLS (OI)</b>	<b>J: Learning Outcome</b>	<b>J1</b>	<b>J2</b>	<b>J3</b>	
	Pers WB is supported through healthy RLSs built on respect, communication, and trust.	Stdnt relate social awareness to healthy RLS.	Explore social awareness in various contexts.	Reflect on the influence of motivators on pers RLS.	Discuss potential impacts of negative social behav on RLS.	
<b>K</b>	<b>MENTAL WELL-BEING (OI)</b>	<b>K: Learning Outcome</b>	<b>K1</b>	<b>K3</b>	<b>K4</b>	<b>K5</b>
	Developing and affirming skills that support mental health contribute to WB.	Stdts examine factors that influence mental health and WB.	Discuss signs and symptoms of mental health challenges.	Discuss risk factors for mental health challenges.	Apply protective strategies to assist in managing stress.	
<b>K</b>						<b>K6</b>
						Relate protective factors to building resilience. Describe the body's response to stress.

## Grade 9

<b>A</b>	<b>ACTIVE LIVING (OI)</b>	<b>A: Learning Outcome</b>	<b>A1</b>	<b>A2</b>	
	PA embedded into daily living contributes to an Indiv's health and WB across a lifespan.	Stdnt examn how planning for PF can enhance AL.	Devel a Pers fitness or PA plan.	Discuss ways to improve PF at home, school, and in the community.	
<b>B</b>	<b>MVMT SKILLS (OI)</b>	<b>B: Learning Outcome</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>
	Developing and applying creative-thinking and decision-making skills through mvmt is a feature of becoming a physically literate Indiv.	Stdnt explore specialized mvmt patterns/skills within games and PA.	Explore innovative techniques and improvisation through mvmt patterns/skills.	Discuss how feedback and self-assessment can enhance the acquisition and refinement of specialized mvmt patterns/skills.	Practise giving and receiving feedback in a variety of games/PA.
<b>C</b>	<b>MVMT TACTICS/STAT (OI)</b>	<b>C: Learning Outcome</b>	<b>C1</b>	<b>C2</b>	
	Developing and applying creative thinking and decision making skills through mvmt is a feature of becoming a physically literate Indiv.	Stdnt eval how tactics/strategy affct perf in games/PA.	Modify tactics and strategies across games/PA categories.	Assess tactical awareness behav in games/PA.	
<b>D</b>	<b>PERS/SOC DEVEL I (OI)</b>	<b>D: Learning Outcome</b>	<b>D4</b>	<b>D5</b>	
	Developing Pers and social skills through a variety of mvmt experiences contributes to meaningful participation in PA across a lifespan.	Stdnt demo indiv actons and contribute to positive PA experiences.	Discuss factors that can influence commitment to PA.	Explain how exclusion from games and PA can affect Indivs.	
<b>E</b>	<b>PERS/SOC DEVEL II (OI)</b>	<b>E: Learning Outcome</b>	<b>E1</b>	<b>E2</b>	<b>E3</b>
	Developing Pers and social skills through a variety of mvmt experiences contributes to meaningful participation in PA across a lifespan.	Stdnt investigate how leaders foster communication/cooperation in games/PA.	Practise communication when leading or following in various games/PA.	Reflect on Pers strengths as they relate to leadership and followership.	Reflect upon skills to resolve conflict in various PA contexts.
<b>F</b>	<b>FOOD LITERACY (OI)</b>	<b>F: Learning Outcome</b>	<b>F1</b>	<b>F2</b>	<b>F5</b>
	A lifetime of optimal WB and physical wellness is supported by prioritizing nutrition and food literacy.	Stdnt analyze local food enviro.	Assess food sources within local food enviros.	Investigate ways to increase access to nutritious foods.	Examine food sustainability practices at home, at school, and in the community.
<b>G</b>	<b>SAFETY (OI)</b>	<b>G: Learning Outcome</b>	<b>G1</b>	<b>G2</b>	<b>G4</b>
	A lifetime of optimal WB is supported by prioritizing health and safety.	Stdnt evaluate influe of pers and socia factors on decision making realted to health/safety.	Examine pers and social factors that influence decisions, actions, and behav.	Compare pers experiences of positive and negative peer pressure.	Assess pers and social factors that can influence addiction and their effects on the health and safety of self and others.
<b>H</b>	<b>GROWTH/DEVEL (OI)</b>	<b>H: Learning Outcome</b>	<b>H1</b>		
	Positive sexual health (SH), developed and affirmed through informed decision making, supports WB.	Stdnt analyze influences of factors/strategies that support sexual health.	Discuss factors that influence sexual decision making.		
<b>I</b>	<b>I: HEALTHY SEXUAL RLS (OI)</b>	<b>I: Learning Outcome</b>	<b>I1</b>	<b>I2</b>	<b>I4</b>
	Pers WB can be supported through healthy sexual RLSs built on respect, communication, and trust.	Stdnt examine how sexual RLS can change over time.	Discuss the impact of Pers changes on sexual RLSs.	Differentiate b/w healthy and unhealthy emotional attachment.	Reflect on Pers experiences in RLSs related to emotional attachment.
<b>J</b>	<b>HEALTHY SOCIAL RLS (OI)</b>	<b>J: Learning Outcome</b>	<b>J1</b>	<b>J4</b>	<b>J5</b>
	Pers WB is supported through healthy RLSs built on respect, communication, and trust.	Stdnt analyze the influence of life transitions during adolescence on RLS.	Discuss life transitions during adolescence.	Explore self-advocacy in a variety of contexts.	Discuss how social and emotional maturity during adolescence influences behav in RLS.
<b>K</b>	<b>MENTAL WELL-BEING (OI)</b>	<b>K: Learning Outcome</b>	<b>K1</b>	<b>K3</b>	<b>K4</b>
	Developing and affirming skills that support mental health contribute to WB.	Stdnt examine how mental health literacy supports WB.	Brainstorm how self-concept can influence thoughts, feelings, and behav.	Reflect on the impact that role models can have on the mental WB of others.	Describe possible effects of stigma on mental illness.
					<b>K5</b>
					Differentiate b/w mental health and mental illness.