

DRAFT Kindergarten to Grade 4 Wellness Education: Health and Physical Education

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Active living contributes to a healthy quality of life for self, one another, and communities.				
Guiding Questions	Why is learning how to move important during early childhood?	Why is learning movement skills important during early childhood?	How can I use movement skills and concepts to develop patterns?	How does developing competent movement skills lead to joy for movement?	What role can developing movement skills play in becoming a confident mover?
Learning Outcomes	Children explore movement skills in a variety of physical activity dimensions.	Students explore and develop movement skills in a variety of physical activity dimensions.	Students connect and demonstrate movement skills in a variety of physical activity dimensions.	Students refine and apply movement skills and concepts in each of the physical activity dimensions.	Students practise and integrate movement skills and patterns in each of the physical activity dimensions.
Conceptual Knowledge	<ul style="list-style-type: none"> bodies can move in any direction from one point to another (locomotor skills) bodies can balance in one place or another (stability skills) people can control and handle objects with their body (object manipulation skills) movement is affected by space, effort, and directions words, such as fast, bounce, and balance, are used to describe how people and objects move 	<ul style="list-style-type: none"> bodies can move in any direction from one point to another (locomotor skills) bodies can balance in one place or another (stability skills) people can control and handle objects with their body (object manipulation skills) locomotor, object manipulation, and stability skill development requires repeated practice and effort successful movement includes push and pull (force), strength (effort), counting (time), relation to one another (space), area/boundaries, speed, and directions differences exist between personal and general space 	<ul style="list-style-type: none"> simple tactics help individual or group success including use of personal and general space during game play locomotor, object manipulation, and stability skill development requires repeated practice, effort, and reflection successful movement includes force, balance, effort, time, space, boundaries, zigzag (pathways), speed, directions, and levels 	<ul style="list-style-type: none"> locomotor, object manipulation, and stability skills are transferable across various activities simple tactics are adapted to facilitate individual and group success recognition of personal strengths, abilities, and skills builds confidence 	<ul style="list-style-type: none"> movement skills and sequences can be combined to produce complex movement patterns, including throwing while moving movement skill patterns are unique to an individual tactics are adapted to facilitate individual and group success competent movement skills enhance confidence
Procedural Knowledge	<ul style="list-style-type: none"> exploring movement in any direction from one point to another, including running, wheeling, and hopping (locomotor skills) exploring how to handle and control objects, including receiving, retaining, and sending (object manipulation skills) exploring balance in one place or while in motion, including twisting, balancing, and stretching (stability skills) exploring movement at different speeds and in contexts of space, objects, and people describing ways that people and objects move 	<ul style="list-style-type: none"> practising movement in any direction from one point to another, including skipping and leaping practising how to handle and control objects, including receiving, retaining, and sending practising how to balance, bend, and land in one place or while in motion practising movement patterns with or without equipment performing movement skills in response to stimuli, including music, beat, rhythm, and words describing ways that people and objects move 	<ul style="list-style-type: none"> demonstrating basic locomotor skills, including rolling, trailing, and sliding demonstrating basic object manipulation skills, including receiving, retaining, and sending demonstrating basic stability skills including turning, swinging, and extending creating patterns of basic locomotor, object manipulation, and stability skills adapting locomotor, object manipulation, and stability patterns in response to stimuli, including music, beat, rhythm, and words identifying simple tactics that influence personal or group success describing movement using vocabulary related to locomotor, object manipulation, and stability skills, including force, balance, effort, time, space, boundaries, pathways, speed, directions, and levels identifying movement skills and patterns performed by self and one another 	<ul style="list-style-type: none"> applying locomotor, object manipulation, and stability skills across various activities applying movement concepts, including force, balance, effort, time, space, boundaries, pathways, speed, directions, and levels to support successful locomotor, object manipulation and stability movement experiences applying movement vocabulary related to locomotor, object manipulation, and stability skills, including force, balance, effort, time, space, boundaries, pathways, speed, directions, and levels implementing a variety of simple tactics to facilitate individual and group success modifying movement concepts to use simple tactics effectively, including force, balance, effort, time, space, boundaries, pathways, speed, directions, and levels reflecting on movement skill performance and identifying ways to be more effective 	<ul style="list-style-type: none"> demonstrating competent use of locomotor, stability, and object manipulation skills across activity contexts applying movement concepts in a variety of physical activities practising tactics based on personal strengths and abilities determining context-appropriate movement vocabulary related to a variety of physical activities examining choice and combination of tactics to increase individual and group success identifying corrections in personal movement patterns
Competencies	<ul style="list-style-type: none"> Creativity and Innovation Managing Information 	<ul style="list-style-type: none"> Creativity and Innovation Personal Growth and Well-being 	<ul style="list-style-type: none"> Critical Thinking Creativity and Innovation 	<ul style="list-style-type: none"> Critical Thinking Creativity and Innovation 	<ul style="list-style-type: none"> Problem Solving Creativity and Innovation

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Literacy	<ul style="list-style-type: none"> LKU3b.K: Vocabulary 	<ul style="list-style-type: none"> LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> LKU3a.1: Background Knowledge LKU3b.1: Vocabulary LKU3d.1 Comprehension Strategies LKU4.1 Clarity 	<ul style="list-style-type: none"> LKU3b.1: Vocabulary LKU2B.1: Access LKU4.1 Clarity 	<ul style="list-style-type: none"> LKU3a.2: Background Knowledge LKU3b.2: Vocabulary LKU2B.2: Access
Numeracy	<ul style="list-style-type: none"> NKU2b.K: Management of Space NKU2a.K: Spatial Visualization NKU2g.K: Location and Direction NKU3c.1: Communication 	<ul style="list-style-type: none"> NKU2b.1: Management of Space NKU2a.1: Spatial Visualization NKU2g.1: Location and Direction NKU3c.1: Communication 	<ul style="list-style-type: none"> NA1a.1: Purpose NKU1d.1: Patterns and Relationships NKU2b.1: Management of Space NKU2g.1: Location and Direction 	<ul style="list-style-type: none"> NKU2b.1: Management of Space NKU2a.1: Spatial Visualization 	<ul style="list-style-type: none"> NKU1d.2: Patterns and Relations NKU2b.2: Management of Space
Guiding Questions	How does being physically active make me feel?	How does daily physical activity contribute to my well-being?	How can I maintain or improve my well-being through physical activity?	How does regular participation in physical activity impact my well-being?	How does daily physical activity contribute to my well-being?
Learning Outcomes	Children explore the benefits of daily physical activity.	Students participate in and recognize the benefits of daily physical activity.	Students explore and practise daily physical activity to appreciate health benefits.	Students perform daily physical activity to appreciate health benefits.	Students modify and practise daily physical activity to appreciate health benefits.
Conceptual Knowledge	<ul style="list-style-type: none"> differences exist between being physically active and inactive (sedentary) being active regularly can be enjoyable and achieved in different ways, including wheeling and biking (active transportation) participation in physical activity can lead to feelings of joy 	<ul style="list-style-type: none"> relationships exist between physical activity and how you feel (mental health) being active involves different levels of effort (intensity) being active regularly can be enjoyable and achieved in different ways, including risk-taking play, going for a walk, and playing at the park participation in physical activity can lead to feelings of joy daily physical activity, including active transportation, plays a role in well-being 	<ul style="list-style-type: none"> regular participation in physical activity is influenced by many factors, including time, climate, and resources personal health and well-being is enhanced through involvement in a variety of physical activities, including risk-taking play selecting a variety physical activities can promote strength and flexibility (personal fitness) awareness of people and places that support daily physical activity can lead to increased participation 	<ul style="list-style-type: none"> daily physical activity impacts overall health and well-being, including mental health various physical activities improve specific aspects of personal fitness, including endurance, strength, flexibility, and cardiorespiratory participation in activities from diverse cultures fosters alternative opportunities to be physically active 	<ul style="list-style-type: none"> personal fitness is influenced by internal and external factors a variety of different physical activities have varying effects on personal fitness, health, and well-being participation in activities from diverse cultures broadens choices for physical activity
Procedural Knowledge	<ul style="list-style-type: none"> practising daily physical activities, including raising your heartbeat (cardiorespiratory) identifying immediate effects (body and mind) of physical activity identifying environments in which physical activity can take place identifying physical activity experiences that provide enjoyment participating in a variety of physical activities, including risk-taking play sharing feelings of enjoyment about physical activity 	<ul style="list-style-type: none"> demonstrating behaviours that show activity readiness practising daily physical activities with increased frequency including cardiorespiratory activities exploring ways to improve personal growth in physical abilities identifying factors that support participation in daily physical activity, including appropriate physical activity environments identifying positive feelings experienced during physical activity 	<ul style="list-style-type: none"> practising daily physical activities self-assessing physical activity levels and sedentary behaviours performing elements of movement involving health-related fitness identifying people and organizations that can support daily physical activity practising ways to improve personal best 	<ul style="list-style-type: none"> describing the connection between mental health and physical activity performing physical activities, including risk-taking play describing changes and benefits of physical activity to the body identifying components of personal fitness, including endurance, strength, flexibility, and cardiorespiratory fitness exploring a variety of First Nations and Inuit traditional games 	<ul style="list-style-type: none"> identifying how people, facilities, and communities influence physical activity participation levels performing physical activities, including risk-taking play self-assessing physical activity levels and sedentary behaviours practising movements and activities involving health-related personal fitness, including endurance, strength, flexibility, and cardiorespiratory participating in a variety of First Nations and Inuit traditional games
Competencies	<ul style="list-style-type: none"> Personal Growth and Well-being Managing Information 	<ul style="list-style-type: none"> Personal Growth and Well-being Managing Information 	<ul style="list-style-type: none"> Personal Growth and Well-being Managing Information 	<ul style="list-style-type: none"> Communication Personal Growth and Well-being 	<ul style="list-style-type: none"> Managing Information Personal Growth and Well-being
Literacy	<ul style="list-style-type: none"> LA1a.K: Purpose LKU3b.K: Vocabulary 	<ul style="list-style-type: none"> LKU3b.1: Vocabulary LKU3a.1: Background Knowledge 	<ul style="list-style-type: none"> LKU3b.1: Vocabulary LKU2b.1 Access LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LKU3a.1: Background Knowledge LKU4a.1: Clarity LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> LKU2c.2: Evaluate LKU3b.2: Vocabulary
Numeracy	<ul style="list-style-type: none"> NA2a.K: Personal Insight NKU2g.K: Location and Direction 	<ul style="list-style-type: none"> NA2a.1: Personal Insight 	<ul style="list-style-type: none"> NA1a.1: Purpose NKU1d.1: Patterns and relationships NKU1e.1: Organizing data NKU2f.1: Time 	<ul style="list-style-type: none"> NA1a.1: Purpose 	<ul style="list-style-type: none"> NA1a.2: Purpose NKU1e.2: Organizing data

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Guiding Questions			How can I persevere in challenging and adventurous activities?	How can I develop perseverance, independence, and initiative while engaged in physical activities?	How can participation in physical activities develop perseverance, independence, and initiative to foster confidence?
Learning Outcomes			Students demonstrate perseverance in a variety of physical activities for personal enjoyment.	Students exhibit perseverance in a variety of physical activities to improve their well-being.	Students demonstrate perseverance in a variety of physical activities to develop confidence.
Conceptual Knowledge			<ul style="list-style-type: none"> goal setting contributes to success personal goals can be influenced by motivators and barriers selection of physical activities can affect personal enjoyment 	<ul style="list-style-type: none"> effort and enjoyment are connected to personal success in a variety of physical activities motivation influences involvement in physical activity activity goals reflect personal strengths and interests 	<ul style="list-style-type: none"> controllable and uncontrollable factors influence involvement in physical activities, including weather, time, and energy confidence and joy plays a role in physical activity participation, including achieving activity goals personal challenge and risk need balance recognition and removal of barriers is important to achieving consistent physical activity
Procedural Knowledge			<ul style="list-style-type: none"> performing new activities that promote personal challenge practising perseverance through challenging physical activity, including goal setting identifying barriers and solutions to overcoming movement challenges identifying positive feelings experienced when participating in physical activity 	<ul style="list-style-type: none"> performing activities of increasing challenge and complexity identifying personal activity goals exploring motivators and detractors to personal activity goals demonstrating independent practice for personal skill development describing factors that contribute to personal enjoyment of being physically active, including being outdoors and being with one another 	<ul style="list-style-type: none"> examining how effort and joyful movement contributes to personal success and confidence identifying personal motivators and detractors developing plans to achieve personal activity goals
Competencies			<ul style="list-style-type: none"> Personal Growth and Well-being 	<ul style="list-style-type: none"> Managing Information Personal Growth and Well-being 	<ul style="list-style-type: none"> Critical Thinking Personal Growth and Well-being
Literacy			<ul style="list-style-type: none"> LKU4a.1: Clarity LKU3a.1: Background Knowledge 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU2b.1: Access 	<ul style="list-style-type: none"> LKU3a.1: Background Knowledge LKU2c.2: Evaluate LKU3b.2: Vocabulary
Numeracy			<ul style="list-style-type: none"> NA1a.1: Purpose NKU1e.1: Organizing data 	<ul style="list-style-type: none"> NA1a.1: Purpose 	<ul style="list-style-type: none"> NKU1a.2: Purpose

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Investigating change can inform decision making and promote the vitality of individuals and communities.				
Guiding Questions	Why is it important to take care of my body in order to grow and develop?	How can I take care of my body in order to grow and develop?	What impacts healthy growth and development?	How can healthy growth and development be supported?	What impact does maturation have on healthy growth and development?
Learning Outcomes	Children represent how caring for their body helps them grow and develop.	Students describe how caring for their body helps them grow and develop.	Students connect ways that health habits influence growth and development.	Students examine how health habits contribute to growth and development.	Students recognize and describe the changes that occur during puberty.
Conceptual Knowledge	<ul style="list-style-type: none"> • food helps your body to grow and gives you energy to move and think • bodies grow and develop and are special and unique • basic health habits (hygiene) are important, including brushing teeth and bathing • basic health habits, including washing hands and sneezing into one’s sleeve, help prevent people from getting sick 	<ul style="list-style-type: none"> • healthy food has benefits, including providing energy and growth (nutrition) • sleep, rest, nutrition, and physical activity are important • hygiene habits are important for personal health • everyone can be proud of his or her body as it changes, grows, and develops 	<ul style="list-style-type: none"> • sleep, rest, nutrition, physical activity, and mental health play an important role in the growth and development of the body and brain • positive habits develop over time and require repeated practice • sedentary behaviour has many health risks 	<ul style="list-style-type: none"> • physical and mental health is influenced by various factors, including sleep, nutrition, activity, and support networks • stages of growth and development happen at different rates • support networks can include people at home, at school, and in the community 	<ul style="list-style-type: none"> • changes associated with puberty require adjustments to daily routines and habits • puberty results in changes to holistic self, including emotional and social well-being • First Nations and Inuit cultural knowledge can support the respectful development of self through puberty • cultural perspectives on puberty can positively influence healthy growth and development • personal feelings about body and appearance (body image) is influenced by many factors including media
Procedural Knowledge	<ul style="list-style-type: none"> • identifying basic health habits • identifying changes in body since birth • exploring ways of appreciating health and well-being • identifying healthy food choices for well-being 	<ul style="list-style-type: none"> • identifying correct words to name body parts • practising healthy hygiene habits • identifying changes to the body as it grows • demonstrating ways of appreciating health and well-being • describing ways to prevent getting sick 	<ul style="list-style-type: none"> • describing how habits are developed • describing the role of sleep, nutrition, physical activity, and mental health in growth and development of the body and brain • practising personal health habits 	<ul style="list-style-type: none"> • examining the impact of choices related to growth and development • practising ways to reduce sedentary behaviours • identifying different rates of growth and stages of development 	<ul style="list-style-type: none"> • describing the influences of puberty on making healthy choices • describing changes that happen during puberty • modifying personal health habits • identifying sources of support in the community, including Elders and public health nurses
Competencies	<ul style="list-style-type: none"> • Communication • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Communication • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Critical Thinking • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Communication • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Managing Information • Personal Growth and Well-being
Literacy	<ul style="list-style-type: none"> • LKU3b.K: Vocabulary • LKU4a.K: Clarity 	<ul style="list-style-type: none"> • LKU4a.1: Clarity • LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> • LKU2c.1: Evaluate • LKU4a.1: Clarity 	<ul style="list-style-type: none"> • LKU4a.1: Clarity • LKU2c.1: Evaluate 	<ul style="list-style-type: none"> • LKU4a.K: Clarity • LKU2b.2: Access • LKU3b.2: Vocabulary • LKU4e.2: Media influence
Numeracy	None identified	None identified	<ul style="list-style-type: none"> • NA1a.1: Purpose • NKU1d.1: Patterns and Relationships 	<ul style="list-style-type: none"> • NKU3b.1: Interpret/Represent Spatial Information 	None identified
Guiding Questions	Why is it important to care for my body to be safe?	How can I take care of my body to be safe?	How does personal safety impact well-being?	Why is personal safety important to well-being?	How can various contexts impact personal safety?
Learning Outcomes	Children recognize ways to be safe in places where they live, learn, and play.	Students identify and describe ways to be safe in places where they live, learn, and play.	Students develop and demonstrate strategies and behaviours to enhance personal safety.	Students develop and practise plans for safe, uncomfortable, and unsafe situations.	Students evaluate various contexts and influences in safe, uncomfortable, and unsafe situations.
Conceptual Knowledge	<ul style="list-style-type: none"> • safety is important in the home, including safety symbols and safe and unsafe substances • hazards can exist in the school, in the community, and the outdoors 	<ul style="list-style-type: none"> • safety behaviours are important in the home, school, and community, including participation in physical activities • responsible use of information helps keep you safe (digital citizenship) 	<ul style="list-style-type: none"> • personal boundaries are established by clearly communicating refusal and permission (consent) • cultural beliefs and practices can influence decision making 	<ul style="list-style-type: none"> • crisis situations require appropriate responses, including asking for help and phoning 911 • substances can be classified in different ways, including legal and illegal 	<ul style="list-style-type: none"> • environmental contexts may result in unsafe or uncomfortable situations, which requires appropriate responses • personal boundaries change depending on context

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	<ul style="list-style-type: none"> • permission needs to be given before entering someone’s personal space • everyone needs their own personal space • safe play is important in physical activities • situations that are unsafe or uncomfortable require a response 	<ul style="list-style-type: none"> • people can have personal boundaries to maintain their personal space • safety is important in the home, school, and community, including safety symbols and safe and unsafe substances 	<ul style="list-style-type: none"> • preparation is important for unsafe and uncomfortable situations, including awareness of safety networks • communication of safety plans is important at home, at school, and in the community, including the safe use of technology • medicine is used for a variety of specific purposes • safety rules are important in a variety of contexts, including while participating in physical activities 	<ul style="list-style-type: none"> • strategies are needed to feel safe within relationships, including identification of personal boundaries • refusal skills and consent are important for safety • travel in the local community, including to and from school, requires safe behaviour • unsafe and uncomfortable situations require proactive planning, including while participating in physical activities 	<ul style="list-style-type: none"> • people have the right to make decisions to be safe • safety of self and one another are affected by equipment and environment • legal and illegal substances affect well-being
Procedural Knowledge	<ul style="list-style-type: none"> • discussing feelings that may be associated with safe, uncomfortable, and unsafe situations • identifying safe, unsafe, and uncomfortable situations • discussing ways to respond in uncomfortable and unsafe situations, including asking for help • identifying safe and unsafe substances, including medication • identifying personal space 	<ul style="list-style-type: none"> • recognizing feelings of comfort and discomfort when with one another • identifying safe and unsafe substances in the home, school, and community • identifying ways to find help in an emergency • recognizing personal boundaries and the boundaries of others, including asking for permission before touching someone 	<ul style="list-style-type: none"> • acknowledging that touch and affection are never a secret • identifying a safety network in unsafe and uncomfortable situations • acknowledging cultural beliefs and practices that promote safety • describing differences between prescription and non-prescription medicine • identifying safe and responsible use of information 	<ul style="list-style-type: none"> • acknowledging cultural views about personal boundaries and social practices • practising safe and responsible use of information • protecting personal information • demonstrating when and how to ask for help in various contexts • recognizing refusal skills and consent • responding appropriately to unsafe situations during physical activities • identifying legal and illegal substances 	<ul style="list-style-type: none"> • discussing cultural views about personal boundaries and social practices • practising refusal skills and consent • assessing risks when making decisions, including while participating in physical activities • demonstrating safe and responsible use of information • modifying actions to ensure safety during physical activity • identifying the impact of legal and illegal substances on one’s well-being
Competencies	<ul style="list-style-type: none"> • Critical Thinking • Managing Information 	<ul style="list-style-type: none"> • Critical Thinking • Managing Information 	<ul style="list-style-type: none"> • Communication • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Problem Solving • Critical Thinking 	<ul style="list-style-type: none"> • Critical Thinking • Problem Solving
Literacy	<ul style="list-style-type: none"> • LKU4a.K: Clarity • LKU2b.k: Access • LKU3b.K Vocabulary 	<ul style="list-style-type: none"> • LKU4a.1: Clarity • LKU3b.1 Vocabulary • LKU2b.1: Access 	<ul style="list-style-type: none"> • LKU2c.1: Evaluate • LKU3b.1: Vocabulary • LKU4a.1: Clarity • LKU4b.1: Audience 	<ul style="list-style-type: none"> • LKU3b.1: Vocabulary • LKU4a.1: Clarity • LKU4b.1: Audience • LKU2c.1: Evaluate 	<ul style="list-style-type: none"> • LKU2c.2: Evaluate • LKU4b.2: Audience • LKU4a.2: Clarity • LKU2d.2: Ethical use
Numeracy	<ul style="list-style-type: none"> • NKU1e.K: Organizing Data 	<ul style="list-style-type: none"> • NKU1e.1: Organizing Data • NKU2b.1: Management of Space 	None identified	<ul style="list-style-type: none"> • NKU1e.1: Organize data 	<ul style="list-style-type: none"> • NKU1e.1: Organize data
Guiding Questions	Why is it important to make healthy choices?	How can I make healthy choices?	What influences how I make healthy choices?	How can I access quality health information to make healthy choices?	How can I apply health knowledge to make healthy choices?
Learning Outcomes	Children recognize how making healthy nutrition choices affects their well-being.	Students describe how making healthy nutrition choices affects their well-being.	Students identify influences on the ability to make healthy nutrition choices.	Students consider health information and modify nutrition choices to enhance well-being.	Students examine and evaluate nutrition information to make healthy food choices.
Conceptual Knowledge	<ul style="list-style-type: none"> • the body tells us when it is hungry and thirsty • food comes from the land • First Nations, Métis, and Inuit traditional foods come from the land • food can be grouped based on their characteristics • eating well and hydrating properly affects how the body feels 	<ul style="list-style-type: none"> • healthy food has benefits, including providing energy and growth (nutrition) • seasonal changes affect food choices • nutritional guidelines help to inform healthy food choices • eating well and hydrating properly are connected • some foods are allergens • hunger, appetite, and food cues, including meal time, are connected 	<ul style="list-style-type: none"> • nutritional guidelines provide the flexibility to create healthy food choices, including family traditions, culture, and seasonal choices • school nutrition policies, guidelines, and resources support healthy food choices • hydration and physical activity levels are connected • gardening, growing, and gathering connect us to the land 	<ul style="list-style-type: none"> • food and hydration choices affects our well-being • proper food handling is important for safety of self and one another • food comes from various sources, including gardening, growing, and gathering • quality nutrition information comes from a variety of sources, including food labels 	<ul style="list-style-type: none"> • credible sources of nutrition information are research- and fact-based • personal food choices can be influenced by factors, including dietary needs • various foods are connected with cultural practices and traditions • traditional diets of First Nations, Métis, and Inuit changed over time

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			<ul style="list-style-type: none"> nutritional labels assist in identifying healthy food choices 		
Procedural Knowledge	<ul style="list-style-type: none"> exploring a variety of nutritious foods and drinks exploring a variety of places where food comes from exploring First Nations, Métis, and Inuit traditional food sources 	<ul style="list-style-type: none"> recognizing healthy choices for meals and snacks examining seasonal food choices of First Nations, Métis, and Inuit traditional diets viewing various nutritional guidelines identifying a variety of nutritious foods identifying possible food allergens, including dairy and nuts 	<ul style="list-style-type: none"> recognizing healthy choices for meals and snacks exploring Canada’s nutritional guidelines identifying how and why to make choices relating to food cues, hunger, and appetite exploring food origins and food attributes identifying the relationship between intensity and duration of physical activity and hydration 	<ul style="list-style-type: none"> investigating local sources of food examining nutrition labels examining a variety of traditional First Nations, Métis, and Inuit food sources investigating traditional First Nations, Métis, and Inuit food preparation and preservation of food sources describing common practices for handling food properly identification of healthy hydration choices 	<ul style="list-style-type: none"> developing healthy eating plans identifying opportunities to make healthy food choices in a variety of contexts recognizing environments that offer healthy choices supports healthy eating comparing nutrition labels to make informed healthy food choices identifying credible nutrition sources investigating cause and effect on First Nations, Métis, and Inuit traditional diets
Competencies	<ul style="list-style-type: none"> Personal Growth and Well-being 	<ul style="list-style-type: none"> Managing Information Critical Thinking 	<ul style="list-style-type: none"> Managing Information Critical Thinking 	<ul style="list-style-type: none"> Managing Information Critical Thinking 	<ul style="list-style-type: none"> Managing Information Critical Thinking
Literacy	<ul style="list-style-type: none"> LA3a.K: Task Analysis LKU2b.K: Access 	<ul style="list-style-type: none"> LKU3b.1: Vocabulary LKU2b.1: Access 	<ul style="list-style-type: none"> LKU2a.1: Develop questions LKU2b.1: Access LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU2b.1: Access LKU2c.1: Evaluate LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU2c.2: Evaluate LKU2b.2: Access
Numeracy	<ul style="list-style-type: none"> NKU1e.K : Organizing data 	<ul style="list-style-type: none"> NA1a.1: Purpose NKU1g.1: Interpret data 	<ul style="list-style-type: none"> NA1a.1: Purpose NKU3a.1: Interpret / Represent Quantitative information NKU4a.1: Strategies 	<ul style="list-style-type: none"> NA1a.1: Purpose NKU2d.1: Units of Measurement NKU1g.1: Interpret data 	<ul style="list-style-type: none"> NKU1g.2: Interpret Data NKU3a.2: Interpret and Representation of Quantitative Info
Guiding Questions				Where can I get quality information to make healthy choices?	How can having ownership over personal choices impact my well-being?
Learning Outcomes				Students identify and interpret the influence of information on decision making.	Students examine and apply knowledge to make decisions that support holistic well-being.
Conceptual Knowledge				<ul style="list-style-type: none"> quality information comes from a variety of sources, including media and supports within the community credible sources of information are research-based awareness of holistic models of well-being can inform decision making 	<ul style="list-style-type: none"> selection of appropriate information requires effective decision making choices can have positive or negative impacts, including impacts on health and financial well-being
Procedural Knowledge				<ul style="list-style-type: none"> assessing sources of quality information, including media influences identifying benefits of holistic models of well-being to support healthy decision making 	<ul style="list-style-type: none"> demonstrating informed decision making to support holistic well-being identifying the impact of personal choices, including spending and saving habits selecting holistic models to make choices that support well-being
Competencies				<ul style="list-style-type: none"> Managing Information Critical Thinking 	<ul style="list-style-type: none"> Managing Information Problem Solving
Literacy				<ul style="list-style-type: none"> LKU2b.1: Access LKU2c.1: Evaluate LKU4d.1: Modes and Media 	<ul style="list-style-type: none"> LKU2b.2: Access LKU2c.2: Evaluate
Numeracy				None identified	<ul style="list-style-type: none"> NA1a.2: Purpose

DRAFT Kindergarten to Grade 4 Wellness Education: Health and Physical Education

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.				
Guiding Questions	How can I be healthy in my community?	How can we be healthy in our communities?	How can diversity enhance individual and community well-being?	What strategies can I implement to enhance well-being at home, school, and in the community?	How can the community impact my ability to enhance personal well-being?
Learning Outcomes	Children recognize people, places, and things that contribute to their well-being.	Students describe people, places, and things that contribute to their well-being.	Students describe factors that contribute to healthy communities.	Students examine and implement strategies that contribute to the well-being of their communities.	Students acknowledge and evaluate the relationship between self and community well-being.
Conceptual Knowledge	<ul style="list-style-type: none"> people in the home, schools, and communities have roles, responsibilities, and occupations natural and built environments, including parks, community centres, recreation centres, and playgrounds, contribute to well-being personal routines help individuals know what to expect and do healthy bodies are important to well-being 	<ul style="list-style-type: none"> sources of support and help are available in the community natural and built environments, including parks, community centres, recreation centres, and playgrounds, contribute to well-being community members have different roles, responsibilities, and occupations personal choices influence well-being personal and group routines help people know what to expect and do healthy bodies, minds, and emotions play a part in our well-being 	<ul style="list-style-type: none"> a sense of community and well-being is developed through awareness of the roles and responsibilities of people within the community routines and expectations contribute to the well-being of self and others organizational skills contribute to the learning community communities play a role in supporting the overall well-being of one another 	<ul style="list-style-type: none"> strengths, interests, talents, and assets can contribute to the community the community works effectively when routines and expectations are established natural and built environments, including parks, recreation centres, and playgrounds, contribute to the well-being of the community holistic (mental, physical, social, spiritual, and emotional) well-being is nurtured by self and community 	<ul style="list-style-type: none"> people in our communities impact our interests behaviours and decisions affect others personal decision making is influenced by community community decisions influence well-being effective leadership contributes to community well-being and has many attributes, including integrity, initiative, and commitment models of holistic well-being can reflect values that support healthy and balanced communities
Procedural Knowledge	<ul style="list-style-type: none"> recognizing roles and responsibilities of people in the home, school, and community exploring healthy choices developing routines and independence 	<ul style="list-style-type: none"> recognizing roles and responsibilities of family members, school staff, and other community members exploring natural and built environments in the community, including parks, community centers, recreation centres, and playgrounds exploring roles, responsibilities, and occupations of community members exploring how choices can affect well-being developing routines and independence 	<ul style="list-style-type: none"> identifying people, places, and things in the community that provide support and assistance developing routines, expectations, and organizational skills exploring natural and built environments in the community, including parks, recreation centres, and playgrounds identifying opportunities in communities that contribute to the overall well-being of self and one another 	<ul style="list-style-type: none"> developing routines and organizational skills as a way of contributing to the learning community identifying ways that people can help at your school or in the local community analyzing roles and behaviours that contribute to personal and classroom well-being examining the strengths, interests, talents and assets within the community exploring how holistic well-being can be nurtured by self and one another 	<ul style="list-style-type: none"> describing how routines and expectations contribute to well-being of self and one another self-assessing leadership attributes and contributions in school and the community participating in activities that contribute to school and community well-being recognizing the relationship between natural and built environments to enhance the well-being of community exploring a variety of models of holistic well-being, including First Nations, Métis, and Inuit exploring diverse cultural practices for healthy living
Competencies	<ul style="list-style-type: none"> Personal Growth and Well-being Cultural and Global Citizenship 	<ul style="list-style-type: none"> Cultural and Global Citizenship Managing Information 	<ul style="list-style-type: none"> Cultural and Global Citizenship Managing Information 	<ul style="list-style-type: none"> Critical Thinking Cultural and Global Citizenship 	<ul style="list-style-type: none"> Cultural and Global Citizenship Critical Thinking
Literacy	<ul style="list-style-type: none"> LKU3b.K: Vocabulary LKU2b.K: Access 	<ul style="list-style-type: none"> LKU2b.1: Access LKU3b.1: Vocabulary 	<ul style="list-style-type: none"> LKU2b.1: Access LKU2c.1: Evaluate LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU2b.1: Access LKU3d.1: Comprehension Strategies LKU3b.1 Vocabulary 	<ul style="list-style-type: none"> LKU2b.2: Access LKU2c.2: Evaluate LKU4a.2: Clarity
Numeracy	<ul style="list-style-type: none"> NKU1d.K: Patterns and Relationships NKU2f.K: Time 	<ul style="list-style-type: none"> NKU1d.1: Patterns and Relationships NKU1e.1: Organizing Data 	<ul style="list-style-type: none"> NKU1d.1: Patterns and Relationship NA3a.1: Task Analysis 	<ul style="list-style-type: none"> NA3a.1: Task Analysis 	<ul style="list-style-type: none"> NA3a.2: Task Analysis

DRAFT Kindergarten to Grade 4 Wellness Education: Health and Physical Education

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Guiding Questions	What does it look like to work and play well with one another?	How can I work and play well with one another?	How can I develop and maintain relationships?	Why is demonstrating inclusive behaviours important to maintaining positive relationships?	How do inclusive behaviours promote respectful relationships?
Learning Outcomes	Children explore a variety of ways to work and play well with one another.	Students explore and develop a variety of ways to work and play well with one another.	Students demonstrate respectful ways to cooperate with one another.	Students demonstrate inclusive behaviours that promote relationships.	Students evaluate and implement inclusive behaviours that promote relationships.
Conceptual Knowledge	<ul style="list-style-type: none"> friendships are made and kept in many ways caring behaviours include sharing and inviting one another to play working together includes helping one another, taking turns, and being kind rules of play help participation in physical activities positive words (verbal) and actions (non-verbal) builds friendships people may have different thoughts, ideas, and views 	<ul style="list-style-type: none"> friendships are built and kept by being kind, caring, and fair working with one another helps to build a positive classroom environment each person’s contribution in a group is important rules of play and fair play are important elements of respect caring behaviours, cooperation, and fairness includes making sure everyone has a partner, everyone takes turns, and everyone can participate awareness of thoughts and feelings builds understanding of one another (empathy) experiences and traditions of one another have value 	<ul style="list-style-type: none"> relationships are built and maintained communication skills are required to identify the feelings of one another cooperation is working together towards a common goal, including when engaged in physical activities with one another each person has a role and can contribute in a variety of groups towards a common goal appreciation and encouragement are ways to show support unique characteristics of individuals should be appreciated etiquette includes using manners and varies based on the environment and activity relationships create a sense of belonging past experiences influence points of view 	<ul style="list-style-type: none"> inclusion within various environments, activities, and places (contexts) promotes relationships personal behaviours impact people negative peer pressure can be avoided bullying behaviours can appear in various forms, including physical, social, emotional, and cyber individuals can choose to live in respectful relationships conflict resolution requires a variety of skills, including acknowledging one another relationships are strengthened by promoting safety while participating in physical activity rules can be changed or adapted to make physical activities fair and joyful different roles exist within various physical activities help or guidance from parents, caregivers, teachers, Elders, or Knowledge Keepers contributes to healthy relationships language has impact and influence on feelings and can reflect points of view positive relationships promotes expression of care for one another (empathy) 	<ul style="list-style-type: none"> appropriate strategies exist to support students who are bullied, bullies, or bystanders relationships require strategies to manage change and support one another, including communicating and expressing empathy peer pressure can influence sense of self and belonging inclusive environments can be supported through a variety of strategies, including adapting rules and equipment in physical activities language can impact and influence one’s sense of belonging to community and place communication skills assist in understanding other perspectives, including embodied listening (empathy)
Procedural Knowledge	<ul style="list-style-type: none"> practising ways to enter and exit from group play and activities exploring ways to solve problems in work and play communicating positively with one another while participating in physical activities, including using words (verbal) and actions (non-verbal) demonstrating positive behaviours related to fair play and safety of self and one another identifying the feelings of self and one another 	<ul style="list-style-type: none"> demonstrating ways to solve problems in work and play recognizing how one’s behaviour impacts how another person feels demonstrating positive relationship skills when working and playing with one another, including honesty and fairness recognizing verbal and non-verbal cues can be interpreted in different ways demonstrating positive behaviours related to fair play, respect, and cooperation, including taking turns and manners recognizing individual and group views 	<ul style="list-style-type: none"> participating respectfully with peers, including showing appreciation for and interest in one another solving problems to support cooperation responding to the feelings and points of view of one another based on verbal and non-verbal cues demonstrating respectful and cooperative behaviours, including etiquette and fair play explaining how positive and negative behaviours may influence feelings of one another (empathy) reflecting on ways to show care and support to one another (empathy) 	<ul style="list-style-type: none"> developing respectful relationships with peers, including appreciation and interest for one another applying embodied listening in a variety of contexts with parents, caregivers, teachers, Elders, or Knowledge Keepers solving conflicts to nurture relationships between self and one another, including when engaged in physical activities describing roles in physical activity, including follower, leader, and teammate modifying actions to promote safety during physical activities recognizing various forms of bullying 	<ul style="list-style-type: none"> connecting how changing behaviours impacts how others feel and respond implementing strategies when faced with negative peer pressure, including supporting one another applying strategies to acknowledge one another, work together, and resolve conflict demonstrating respect for self, peers, and equipment while participating in a variety of physical activities demonstrating different roles during physical activity including leader, follower, offender, defender, and chaser/chasee modifying rules to make physical activity fair and joyful

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				<ul style="list-style-type: none"> demonstrating ways to show care and support for one another, including appreciation and encouragement identifying the importance of sharing points of view 	<ul style="list-style-type: none"> practising respectful language when collaborating with one another examining how the use of words, phrases, and language can build a sense of belonging recognizing the perspectives that peers have about a variety of issues
Competencies	<ul style="list-style-type: none"> Collaboration Cultural and Global Citizenship 	<ul style="list-style-type: none"> Cultural and Global Citizenship Collaboration 	<ul style="list-style-type: none"> Communication Collaboration 	<ul style="list-style-type: none"> Collaboration Communication 	<ul style="list-style-type: none"> Collaboration Problem Solving
Literacy	<ul style="list-style-type: none"> LKU2b.1: Access 	<ul style="list-style-type: none"> LKU2b.1: Access 	<ul style="list-style-type: none"> LKU4b.1: Audience LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU3d.1: Comprehension Strategies LKU4a.1: Clarity LKU4b.1: Audience LKU3a.1: Background Knowledge 	<ul style="list-style-type: none"> LKU4a.2: Clarity LKU4b.2: Audience LKU3a.2: Background Knowledge
Numeracy	None identified	<ul style="list-style-type: none"> NKU1d.1 patterns and relationships 	None identified	None identified	None identified

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Developing and affirming identity through lived experiences contributes to well-being and understandings of self and one another.				
Guiding Questions	Why is it important to identify feelings and emotions?	Why is it important to identify feelings and manage emotions?	How can emotions be managed in various situations?	Why is it important to know myself and express emotions appropriately?	How can knowing myself allow appropriate expression of emotion in various situations?
Learning Outcomes	Children recognize their feelings and explore ways to express their emotions appropriately.	Students describe their feelings and demonstrate ways to express their emotions appropriately.	Students demonstrate self-regulation strategies in various contexts.	Students integrate self-regulation strategies in various contexts.	Students acknowledge and explore concepts of identity while adapting to various contexts.
Conceptual Knowledge	<ul style="list-style-type: none"> emotions show how individuals feel emotions are connected to how individuals think there are different kinds of feelings and emotions including happiness, sadness, and excitement each individual is special and unique First Nations, Métis, and Inuit teachings demonstrate the importance of one another's unique gifts 	<ul style="list-style-type: none"> there are words to express emotions, including happy, sad, and excited emotions are connected to behaviour, including flight, fight, and freeze expression of emotions can affect how people feel (mental health) identification of feelings helps to understand self and one another 	<ul style="list-style-type: none"> personal and learning goals are achieved using strengths, interests, talents, and assets emotions are expressed differently depending on time and place personal challenges can be solved in a variety of ways, including chunking big tasks and taking a break 	<ul style="list-style-type: none"> short-term goal setting aligns with personal strengths, interests, talents, and assets reflection and feedback on success and failure provides opportunities for personal growth and learning self-regulation is connected to signals from the body, mind, and emotions different situations may evoke emotional response (stress) 	<ul style="list-style-type: none"> identity is influenced by lived experiences and environment self-advocacy is important for achieving personal and learning goals goal setting can assist in the development of strengths, interests, talents, and assets knowledge of oneself provides insight into life transitions and career pathways strengths, interests, talents, and assets develop and change over time stress has an influence on emotions and behaviours
Procedural Knowledge	<ul style="list-style-type: none"> exploring strategies for self-regulation, including calming strategies acknowledging feelings of self sharing personal experiences about their gifts, talents, and strengths 	<ul style="list-style-type: none"> demonstrating strategies for self-regulation, including calming strategies and thinking before responding demonstrating emotions, including frustration and anger, appropriately identifying one's feelings in different situations 	<ul style="list-style-type: none"> describing ways of overcoming difficult situations (emotional resilience) demonstrating and expressing emotions appropriately in a range of contexts through speaking, drawing, and writing identifying when fight, flight, and freeze interferes with one's ability to self-manage exploring personal strengths, interests, talents, and assets 	<ul style="list-style-type: none"> identifying personal strengths, interests, talents, and assets communicating thoughts, feelings, and ideas respectfully and appropriately self-assessing learning needs using criteria recognizing personal stressors practising strategies for self-regulation within various contexts in response to feedback from the body, mind, and emotions 	<ul style="list-style-type: none"> exploring the impact of personal behaviours on self developing solutions to problems creating a plan to manage emotions for challenging situations self-assessing personal strengths, interests, talents, and assets
Competencies	<ul style="list-style-type: none"> Communication Personal Growth and Well-being 	<ul style="list-style-type: none"> Communication Personal Growth and Well-being 	<ul style="list-style-type: none"> Personal Growth and Well-being Critical Thinking 	<ul style="list-style-type: none"> Personal Growth and Well-being Managing Information 	<ul style="list-style-type: none"> Personal Growth and Well-being Problem Solving
Literacy	<ul style="list-style-type: none"> LA2a.K: Personal Insight LKU4b.K: Audience LKU4a.K: Clarity LKU4c.K: Intent LKU3d.K: Comprehension Strategies 	<ul style="list-style-type: none"> LA2a.1: Personal Insight LKU4b.1: Audience LKU4a.1: Clarity LKU3b.1 Vocabulary 	<ul style="list-style-type: none"> LKU4a.1: Clarity LKU3d.1: Comprehension Strategies 	<ul style="list-style-type: none"> LKU2b.1: Access LKU3a.1: Background Knowledge LKU4b.1: Audience LKU4a.1: Clarity 	<ul style="list-style-type: none"> LKU3a.2: Background Knowledge LKU4a.1: Clarity
Numeracy	<ul style="list-style-type: none"> NA2a.K Insight 	None identified	<ul style="list-style-type: none"> NA3a.1: Task Analysis 	<ul style="list-style-type: none"> NKU1e.1: Organize data 	None identified