# Conceptual Outcomes

## Learning Questions

### Kindergarten to Grade 4 Wellness Education

- 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?

## Guiding Questions

### Learning Outcomes

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td>bodies can move in any direction from one point to another (locomotor skills)</td>
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<td>bodies can move in any direction from one point to another (locomotor skills)</td>
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<td></td>
<td>bodies can balance in one place or another (stability skills)</td>
<td>bodies can balance in one place or another (stability skills)</td>
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<td>bodies can balance in one place or another (stability skills)</td>
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<td></td>
<td>people can control and handle objects with their body (object manipulation skills)</td>
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<tr>
<td></td>
<td>movement is affected by space, effort, and directions</td>
<td>movement is affected by space, effort, and directions</td>
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<tr>
<td></td>
<td>words, such as fast, bounce, and balance, are used to describe how people and objects move</td>
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</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td>exploring movement in any direction from one point to another, including running, wheeling, and hopping (locomotor skills)</td>
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<td>exploring how to handle and control objects, including receiving, retaining, and sending (object manipulation skills)</td>
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<td>exploring balance in one place or while in motion, including twisting, balancing, and stretching (stability skills)</td>
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<td>exploring movement at different speeds and in contexts of space, objects, and people</td>
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<td></td>
<td>describing ways that people and objects move</td>
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<tr>
<td><strong>Competencies</strong></td>
<td>Creativity and Innovation</td>
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<td></td>
<td>Management</td>
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<td></td>
<td>Personal Growth and Well-being</td>
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<td></td>
<td>Critical Thinking</td>
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<td>Problem Solving</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td><strong>LKU3b.K: Vocabulary</strong></td>
<td><strong>LKU3a.1: Background Knowledge</strong></td>
<td><strong>LKU3b.1: Vocabulary</strong></td>
<td><strong>LKU3a.2: Background Knowledge</strong></td>
</tr>
<tr>
<td></td>
<td><strong>LKU3b.1: Vocabulary</strong></td>
<td><strong>LKU3d.1: Comprehension Strategies</strong></td>
<td><strong>LKU3b.2: Access</strong></td>
<td><strong>LKU3b.2: Vocabulary</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td><strong>NKU2b.K: Management of Space</strong></td>
<td><strong>NKU2b.1: Management of Space</strong></td>
<td><strong>NKU2b.1: Management of Space</strong></td>
<td><strong>NKU2b.2: Management of Space</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NKU2a.K: Spatial Visualization</strong></td>
<td><strong>NKU2a.1: Spatial Visualization</strong></td>
<td><strong>NKU2a.1: Spatial Visualization</strong></td>
<td><strong>NKU2b.2: Patterns and Relations</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NKU2g.K: Location and Direction</strong></td>
<td><strong>NKU2g.1: Location and Direction</strong></td>
<td><strong>NKU2g.1: Location and Direction</strong></td>
<td><strong>NKU2b.1: Management of Space</strong></td>
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<tr>
<td></td>
<td><strong>NKU3c.K: Communication</strong></td>
<td><strong>NKU3c.1: Communication</strong></td>
<td><strong>NKU3c.1: Communication</strong></td>
<td><strong>NKU2b.2: Management of Space</strong></td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>How does being physically active make me feel?</strong></td>
<td><strong>How does daily physical activity contribute to my well-being?</strong></td>
<td><strong>How can I maintain or improve my well-being through physical activity?</strong></td>
<td><strong>How does regular participation in physical activity impact my well-being?</strong></td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Children explore the benefits of daily physical activity.</strong></td>
<td><strong>Students participate in and recognize the benefits of daily physical activity.</strong></td>
<td><strong>Students explore and practise daily physical activity to appreciate health benefits.</strong></td>
<td><strong>Students perform daily physical activity to appreciate health benefits.</strong></td>
</tr>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td><strong>Differences exist between being physically active and inactive (sedentary).</strong></td>
<td><strong>Being active regularly can be enjoyable and achieved in different ways, including wheeling and biking (active transportation).</strong></td>
<td><strong>Participation in physical activity can lead to feelings of joy.</strong></td>
<td><strong>Daily physical activity impacts overall health and well-being, including mental health.</strong></td>
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<tr>
<td></td>
<td><strong>Being active regularly can be enjoyable and achieved in different ways, including risk-taking play, going for a walk, and playing at the park.</strong></td>
<td><strong>Participation in physical activity can lead to feelings of joy.</strong></td>
<td><strong>Daily physical activity can promote strength and flexibility (personal fitness).</strong></td>
<td><strong>Various physical activities improve specific aspects of personal fitness, including endurance, strength, flexibility, and cardiorespiratory.</strong></td>
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<tr>
<td></td>
<td><strong>Daily physical activity, including active transportation, plays a role in well-being.</strong></td>
<td><strong>Regular participation in physical activity is influenced by many factors, including time, climate, and resources.</strong></td>
<td><strong>Awareness of people and places that support daily physical activity can lead to increased participation.</strong></td>
<td><strong>Participation in activities from diverse cultures fosters alternative opportunities to be physically active.</strong></td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td><strong>Practising daily physical activities, including raising your heartbeat (cardiorespiratory).</strong></td>
<td><strong>Identifying immediate effects (body and mind) of physical activity.</strong></td>
<td><strong>Identifying environments in which physical activity can take place.</strong></td>
<td><strong>Identifying how people, facilities, and communities influence physical activity participation levels.</strong></td>
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<tr>
<td></td>
<td><strong>Identifying environments in which physical activity can take place.</strong></td>
<td><strong>Identifying physical activity experiences that provide enjoyment.</strong></td>
<td><strong>Identifying physical activity experiences that support enjoyment.</strong></td>
<td><strong>Performing physical activities, including risk-taking play.</strong></td>
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<tr>
<td></td>
<td><strong>Identifying physical activity experiences that support enjoyment.</strong></td>
<td><strong>Participating in a variety of physical activities, including risk-taking play.</strong></td>
<td><strong>Identifying factors that support participation in daily physical activity, including appropriate physical activity environments.</strong></td>
<td><strong>Identifying components of personal fitness, including endurance, strength, flexibility, and cardiorespiratory physical activity.</strong></td>
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<tr>
<td></td>
<td><strong>Participating in physical activity can lead to feelings of joy.</strong></td>
<td><strong>Identifying positive feelings experienced during physical activity.</strong></td>
<td><strong>Practising ways to improve personal best.</strong></td>
<td><strong>Participating in a variety of First Nations and Inuit traditional games.</strong></td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td><strong>Personal Growth and Well-being.</strong></td>
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<td><strong>Managing Information.</strong></td>
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<tr>
<td><strong>Literacy</strong></td>
<td><strong>NA2a.K: Purpose</strong></td>
<td><strong>NA2a.1: Purpose</strong></td>
<td><strong>NA1a.1: Purpose</strong></td>
<td><strong>NA1a.2: Purpose</strong></td>
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<td></td>
<td><strong>LKU3b.K: Vocabulary</strong></td>
<td><strong>NA2a.1: Personal Insight</strong></td>
<td><strong>NA1a.1: Purpose</strong></td>
<td><strong>NA1e.2: Organizing data</strong></td>
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<td><strong>NA2a.K: Personal Insight</strong></td>
<td><strong>NKU2g.K: Location and Direction</strong></td>
<td><strong>NKU1e.1: Organizing data</strong></td>
<td><strong>NKU2f.1: Vocabulary</strong></td>
</tr>
</tbody>
</table>
### Kindergarten to Grade 4 Wellness Education: Health and Physical Education

#### 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>How students demonstrate perseverance in physical activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Students demonstrate perseverance in a variety of physical activities for personal enjoyment.</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Students exhibit perseverance in a variety of physical activities to improve their well-being.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Students demonstrate perseverance in a variety of physical activities to develop confidence.</td>
</tr>
</tbody>
</table>

#### Conceptual Knowledge
- Goal setting contributes to success
- Personal goals can be influenced by motivators and barriers
- Selection of physical activities can affect personal enjoyment
- 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
- Controllable and uncontrollable factors influence involvement in physical activities, including weather, time, and energy
- Confidence and joy play 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 participation

#### Procedural Knowledge
- 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
- 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
- Examining how effort and joyful movement contribute to personal success and confidence
- Identifying personal motivators and detractors
- Developing plans to achieve personal activity goals

#### Competencies
- Personal Growth and Well-being
- Managing Information
- Critical Thinking
- Personal Growth and Well-being

#### Literacy
- LKU4a.1: Clarity
- LKU3a.1: Background Knowledge
- LKU4a.1: Clarity
- LKU2b.1: Access
- LKU3a.1: Background Knowledge
- LKU2c.2: Evaluate
- LKU3b.2: Vocabulary

#### Numeracy
- NA1a.1: Purpose
- NKU1e.1: Organizing data
- NA1a.1: Purpose
- NKU1a.2: Purpose
<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating change can inform decision making and promote the vitality of individuals and communities.</td>
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</tbody>
</table>

**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**
- 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.
- Healthy food has benefits, including providing energy and growth (nutrition).
- 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.
- 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.
- 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**
- 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.
- 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.
- 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.
- 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.
- 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**
- Communication.
- Personal Growth and Well-being.
- LKU4a.K: Clarity.
- Critical Thinking.
- Personal Growth and Well-being.
- LKU4a.1: Clarity.
- LKU3b.1: Vocabulary.
- Communication.
- Personal Growth and Well-being.
- LKU4a.1: Clarity.
- LKU4a.1: Clarity.
- Communication.
- Personal Growth and Well-being.
- LKU4a.1: Clarity.
- LKU4a.1: Clarity.
- Managing Information.
- Personal Growth and Well-being.
- LKU4a.K: Clarity.
- LKU4b.2: Access.
- LKU3b.2: Vocabulary.
- LKU4e.2: Media influence.

**Literacy**
- None identified.
- None identified.
- NA1a.1: Purpose.
- NKU1a.1: Patterns and Relationships.
- NKU3b.1: Interpret/Represent Spatial Information.

**Numeracy**
- 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**
- 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.
- 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).
- Personal boundaries are established by clearly communicating refusal and permission (consent).
- Cultural beliefs and practices can influence decision making.
- Crisis situations require appropriate responses, including asking for help and phoning 911.
- Substances can be classified in different ways, including legal and illegal.
- Environmental contexts may result in unsafe or uncomfortable situations, which require appropriate responses.
- Personal boundaries change depending on context.
## Kindergarten to Grade 4 Wellness Education: Health and Physical Education

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</thead>
<tbody>
<tr>
<td>• permission needs to be given before entering someone’s personal space</td>
<td>• people can have personal boundaries to maintain their personal space</td>
<td>• preparation is important for unsafe and uncomfortable situations, including awareness of safety networks</td>
<td>• strategies are needed to feel safe within relationships, including identification of personal boundaries</td>
<td>• people have the right to make decisions to be safe</td>
</tr>
<tr>
<td>• everyone needs their own personal space</td>
<td>• safety is important in the home, school, and community, including safety symbols and safe and unsafe substances</td>
<td>• communication of safety plans is important at home, at school, and in the community, including the safe use of technology</td>
<td>• refusal skills and consent are important for safety</td>
<td>• safety of self and one another are affected by equipment and environment</td>
</tr>
<tr>
<td>• safe play is important in physical activities</td>
<td>• situations that are unsafe or uncomfortable require a response</td>
<td>• medicine is used for a variety of specific purposes</td>
<td>• travel in the local community, including to and from school, requires safe behaviour</td>
<td>• legal and illegal substances affect well-being</td>
</tr>
<tr>
<td>• leaders need to consider the influence of emotions</td>
<td>• food comes from the land</td>
<td>• safety rules are important in a variety of contexts, including while participating in physical activities</td>
<td>• unsafe and uncomfortable situations require proactive planning, including while participating in physical activities</td>
<td>• leaders need to consider the influence of emotions</td>
</tr>
</tbody>
</table>

### Procedural Knowledge

- 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

- 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

### Competencies

- Critical Thinking
- Managing Information
- Critical Thinking
- Managing Information
- Communication
- Personal Growth and Well-being
- Problem Solving
- Critical Thinking

### Literacy

- LKU4a.1: Clarity
- LKU2b.1: Access
- LKU4a.1: Clarity
- LKU2b.1: Access
- LKU2c.1: Evaluate
- LKU3b.1: Vocabulary
- LKU4a.1: Clarity
- LKU4b.1: Audience
- LKU3b.1: Evaluate
- LKU4a.1: Vocabulary
- LKU4a.1: Clarity
- LKU4b.1: Audience
- LKU2c.1: Evaluate

### Numeracy

- NKU1e.1: Organizing Data
- None identified
- None identified
- NKU1e.1: Organize data

### 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

- 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
- 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
- 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
- food and hydration choices affect 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
- 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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</table>
| **Procedural Knowledge** | • 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 | • 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 | • 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 | • 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 | • developing healthy eating plans  
• identifying opportunities to make healthy food choices in a variety of contexts  
• recognizing environments that offer healthy food 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** | • Personal Growth and Well-being | • Managing Information  
• Critical Thinking | • Managing Information  
• Critical Thinking | • Managing Information  
• Critical Thinking |
| **Literacy** | • LA3a.K: Task Analysis  
• LKU2b.K: Access | • LKU3b.1: Vocabulary  
• LKU2b.1: Access  
• LKU4a.1: Clarity | • LKU2a.1: Develop questions  
• LKU2b.1: Access  
• LKU4a.1: Clarity | • LKU2b.1: Access  
• LKU3b.1: Evaluate  
• LKU4a.1: Clarity | • LKU2c.2: Evaluate  
• LKU2b.2: Access |
| **Numeracy** | • NKU1e.K: Organizing data  
• NA1a.1: Purpose  
• NKU1g.1: Interpreta data | • NA1a.1: Purpose  
• NKU3a.1: Interpret and Represent Quantitative information  
• NKU4a.1: Strategies | • NA1a.1: Purpose  
• NKU2d.1: Units of Measurement  
• NKU1g.1: Interpret data | • NKU1g.2: Interpret Data  
• NKU3a.2: Interpret and Representation of Quantitative Info |
| **Guiding Questions** | | Where can I get quality information to make healthy choices? | Students identify and interpret the influence of information on decision making. | Students examine and apply knowledge to make decisions that support holistic well-being. |
| **Learning Outcomes** | | How can having ownership over personal choices impact my well-being? | | |
| **Conceptual Knowledge** | | | | |
| **Procedural Knowledge** | | | | |
| **Competencies** | | | | |
| **Literacy** | | | | |
| **Numeracy** | | | | |

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DRAFT Kindergarten to Grade 4 Wellness Education: Health and Physical Education – April 2018
## DRAFT Kindergarten to Grade 4 Wellness Education: Health and Physical Education

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.</td>
<td></td>
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</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td>How can I be healthy in my community?</td>
<td>How can we be healthy in our communities?</td>
<td>How can diversity enhance individual and community well-being?</td>
<td>What strategies can I implement to enhance well-being at home, school, and in the community?</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Students describe people, places, and things that contribute to their well-being.</td>
<td>Students describe factors that contribute to healthy communities.</td>
<td>Students examine and implement strategies that contribute to the well-being of their communities.</td>
<td>Students acknowledge and evaluate the relationship between self and community well-being.</td>
</tr>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td>Children recognize people, places, and things that contribute to their well-being.</td>
<td>People in the home, schools, and communities have roles, responsibilities, and occupations.</td>
<td>Natural and built environments, including parks, community centres, recreation centres, and playgrounds, contribute to well-being.</td>
<td>Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.</td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td>Recognizing roles and responsibilities of people in the home, school, and community.</td>
<td>Exploring natural and built environments in the community, including parks, community centres, recreation centres, and playgrounds.</td>
<td>Exploring roles, responsibilities, and occupations of community members.</td>
<td>Exploring how choices can affect well-being.</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>Personal Growth and Well-being</td>
<td>Cultural and Global Citizenship</td>
<td>Critical Thinking</td>
<td>Cultural and Global Citizenship</td>
</tr>
<tr>
<td><strong>Numercy</strong></td>
<td>NKU1d:K: Patterns and Relationships</td>
<td>NKU1d:1: Patterns and Relationships</td>
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## Kindergarten to Grade 4 Wellness Education: Health and Physical Education

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Knowledge</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it look like to work and play well with one another?</td>
<td>Children explore a variety of ways to work and play well with one another.</td>
<td>Students explore and develop a variety of ways to work and play well with one another.</td>
</tr>
<tr>
<td>How can I work and play well with one another?</td>
<td>Students demonstrate respectful ways to cooperate with one another.</td>
<td>Students demonstrate respectful ways to cooperate with one another.</td>
</tr>
</tbody>
</table>

### Conceptual Knowledge
- 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) build friendships
- People may have different thoughts, ideas, and views
- Children explore and develop a variety of ways to work and play well with one another.

### Procedural Knowledge
- 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
- Demonstrating ways to solve problems in work and play
- Recognising how one’s behaviour impacts how another person feels
- Demonstrating positive relationship skills when working and playing with one another, including honesty and fairness
- Recognising 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
- Recognising individual and group views
- 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)
- 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
- Contributing to healthy relationships
- Language has impact and influence on feelings and can reflect points of view
- Positive relationships promote expression of care for one another (empathy)
- 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
- Contributing to healthy relationships
- Language has impact and influence on feelings and can reflect points of view
- Positive relationships promote expression of care for one another (empathy)
- 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, defender, and chaser/chasee
- Modifying rules to make physical activity fair and joyful
## Kindergarten to Grade 4 Wellness Education: Health and Physical Education

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<tr>
<th>Competencies</th>
<th>Kindergarten</th>
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<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>• Collaboration</td>
<td>• Cultural and Global Citizenship</td>
<td>• Communication</td>
<td>• Collaboration</td>
<td>• demonstrating ways to show care and support for one another, including appreciation and encouragement</td>
</tr>
<tr>
<td></td>
<td>• Cultural and Global Citizenship</td>
<td>• Collaboration</td>
<td>• Collaboration</td>
<td>• Communication</td>
<td>• identifying the importance of sharing points of view</td>
</tr>
<tr>
<td></td>
<td>• LKU2b.1: Access</td>
<td>• LKU2b.1: Access</td>
<td>• LKU4b.1: Audience</td>
<td>• LKU3d.1: Comprehension Strategies</td>
<td>• recognizing the perspectives that peers have about a variety of issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• LKU4a.1: Clarity</td>
<td>• LKU4a.1: Audience</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• LKU4a.1: Audience</td>
<td>• LKU3a.1: Background Knowledge</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
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</table>

## Competencies
- Collaboration
- Cultural and Global Citizenship
- LKU2b.1: Access
- Communication
- LKU4b.1: Audience
- LKU4a.1: Clarity
- LKU3d.1: Comprehension Strategies
- LKU4a.1: Clarity
- LKU4a.1: Audience
- LKU3a.1: Background Knowledge

## Literacy
- LKU4a.2: Clarity
- LKU4b.2: Audience
- LKU3a.2: Background Knowledge

## Numeracy
None identified

## LKU4b.1: Audience
- Clarity

## LKU3a.2: Background Knowledge
<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing and affirming identity through lived experiences contributes to well-being and understandings of self and one another.</td>
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</tbody>
</table>

### Guiding Questions

<table>
<thead>
<tr>
<th>Why is it important to identify feelings and emotions?</th>
<th>Why is it important to identify feelings and manage emotions?</th>
<th>How can emotions be managed in various situations?</th>
<th>Why is it important to know myself and express emotions appropriately?</th>
<th>How can knowing myself allow appropriate expression of emotion in various situations?</th>
</tr>
</thead>
</table>

### Learning Outcomes

<table>
<thead>
<tr>
<th>Children recognize their feelings and explore ways to express their emotions appropriately.</th>
<th>Students describe their feelings and demonstrate ways to express their emotions appropriately.</th>
<th>Students demonstrate self-regulation strategies in various contexts.</th>
<th>Students integrate self-regulation strategies in various contexts.</th>
<th>Students acknowledge and explore concepts of identity while adapting to various contexts.</th>
</tr>
</thead>
</table>

### Conceptual Knowledge

- 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
- 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
- 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
- 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)
- 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

- exploring strategies for self-regulation, including calming strategies
- acknowledging feelings of self
- sharing personal experiences about their gifts, talents, and strengths
- 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
- 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 interfere with one’s ability to self-manage
- exploring personal strengths, interests, talents, and assets
- identifying personal strengths, interests, talents, and assets
- communicating thoughts, feelings, and ideas respectfully and appropriately
- self-assessing learning needs using criteria
- recognizing personal stressors
- practicing strategies for self-regulation within various contexts in response to feedback from the body, mind, and emotions
- 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

<table>
<thead>
<tr>
<th>Communication</th>
<th>Personal Growth and Well-being</th>
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</table>

### Literacy

|--------------------------|-------------------|------------------|-------------------|------------------|----------------------------------|------------------|-----------------------------|

### Numeracy

<table>
<thead>
<tr>
<th>NA2a.K Insight</th>
<th>NA3a.1: Task Analysis</th>
<th>NKU1e.1: Organize data</th>
<th>None identified</th>
<th>None identified</th>
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