

Wellness Education DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Developing movement competence, motivation, and confidence through purposeful engagement in physical activity fosters the development of physically literate citizens across a lifespan.				
Guiding Questions	What are different movements my body can do?	How can I use my body for effective movement?	How can I use movement skills to become a proficient mover?	How does developing movement skills lead to competent movement?	How does developing movement skills increase my confidence while being active?
Learning Outcomes	Children explore and practise fundamental movement skills in a variety of contexts.	Students perform fundamental movement skills with increased control and efficiency in a variety of contexts.	Students demonstrate proficiency in fundamental movement skills in a variety of contexts.	Students refine and adapt movement skills within and across a variety of contexts.	Students integrate movement skills of increasing complexity within and across a variety of contexts.
Conceptual Knowledge	<ul style="list-style-type: none"> • people can move in a variety of ways from one point to another (locomotor skills) • people 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, directions, pathways, levels, and speed • words such as fast, bounce, and balance are used to describe how people and objects move • movement can take place in a variety of contexts 	<ul style="list-style-type: none"> • people can move in a variety of ways from one point to another (locomotor skills) • people can balance in one place or while moving (stability skills) • people can control and handle objects with their body while moving (object manipulation skills) • development of movement skills (locomotor, stability, and object manipulation) requires repeated practice and effort • 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 • the movement of people and objects can be described using subject-specific vocabulary 	<ul style="list-style-type: none"> • development of movement skills (locomotor, object manipulation, and stability) requires repeated practice, effort, and reflection • personal and general space during game play help support individual or group success (simple tactics) • movement includes force, balance, effort, time, space, boundaries, zigzag (pathways), speed, directions, and levels • vocabulary contributes to effective communication about movement 	<ul style="list-style-type: none"> • movement skills (locomotor, object manipulation, and stability) are transferable across various contexts • simple tactics are adapted to facilitate individual and group success • recognition of personal strengths, abilities, and skills can build confidence 	<ul style="list-style-type: none"> • movement skills (locomotor, object manipulation, and stability) and sequences can be combined to produce complex and creative movement patterns, including throwing while moving • movement skill patterns are unique to an individual • tactics are adapted to facilitate individual and group success • movement competence enhance confidence • various physical activities improve physical ability, including agility, balance, coordination, and speed
Procedural Knowledge	<ul style="list-style-type: none"> • practise movement in any direction from one point to another, such as running, wheeling, and hopping (locomotor skills) • explore how to handle and control objects, including receiving, retaining, and sending (object manipulation skills) • explore balance in one place or while in motion, including twisting, bending, and stretching (stability skills) • practise movement at different speeds and in context of space, objects, and people • describe ways that people and objects move • practise movement in creative ways • explore movement in a variety of physical activities, including risk-taking play • participate in movement in a variety of contexts, including games and activities (rhythmic, gymnastic, and expressive activities, as well as individual, challenge, adventure, and cultural) 	<ul style="list-style-type: none"> • perform movement in any direction from one point to another, such as skipping and leaping • practise how to handle and control objects, including receiving, retaining, and sending • practise how to balance, bend, and land in one place or while in motion • perform movement with or without equipment • explore creative movement skills in response to sensory stimuli, including music, beat, rhythm, and words • describe, using subject-specific vocabulary, ways that people and objects move • participate in a variety of physical activities, including risk-taking play • perform movement in a variety of contexts, including games and activities (rhythmic, gymnastic, and expressive activities, as well as individual, challenge, adventure, and cultural) 	<ul style="list-style-type: none"> • demonstrate locomotor skills, such as rolling, trailing, and sliding • demonstrate object manipulation skills, including receiving, retaining, and sending • demonstrate stability skills, including turning, swinging, and extending • perform creative movement in response to stimuli, including music, beat, rhythm, and words • apply personal and general space to help support individual or group success (simple tactics) • describe movement using vocabulary, including force, balance, effort, time, space, boundaries, pathways, speed, directions, and levels, related to locomotor, object manipulation, and stability skills • demonstrate movement skills in a variety of physical activities, including risk-taking play • perform movement in a variety of contexts, including games and activities (rhythmic, 	<ul style="list-style-type: none"> • apply locomotor, object manipulation, and stability skills across various contexts • adapt aspects of movement, including force, balance, effort, and speed, to support locomotor, object manipulation, and stability movement experiences • apply vocabulary, including force, balance, effort, time, space, boundaries, pathways, speed, directions, and levels, related to movement for locomotor, object manipulation, and stability skills • implement a variety of simple tactics to facilitate individual and group success • modify movement to use simple tactics, including time, space, boundaries, pathways, and directions, effectively and creatively • reflect on the performance of movement skills and apply ways to be more effective • refine movement skills in a variety of physical activities, including risk-taking play 	<ul style="list-style-type: none"> • combine locomotor, object manipulation, and stability skills and across various contexts • create patterns of locomotor, object manipulation, and stability skills • practise tactics based on personal strengths and abilities • apply vocabulary related to movement in a variety of contexts • examine choice and combination of tactics to increase individual and group success • apply corrections in personal movement patterns • apply movement skills in a variety of physical activities, including risk-taking play • perform movement in a variety of contexts, including games and activities (rhythmic, gymnastic, and expressive activities, as well as individual, challenge, adventure, and cultural)

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			gymnastic, and expressive activities, as well as individual, challenge, adventure, and cultural)	<ul style="list-style-type: none"> perform movement in a variety of contexts, including games and activities (rhythmic, gymnastic, and expressive activities, as well as individual, challenge, adventure, and cultural) participate in a variety of First Nations, Métis, and Inuit traditional games 	<ul style="list-style-type: none"> practise components of physical ability, including agility, balance, coordination, and speed participate in a variety of First Nations, Métis, 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"> Personal Growth and Well-being Critical Thinking 	<ul style="list-style-type: none"> Personal Growth and Well-being Critical Thinking
Literacy	<ul style="list-style-type: none"> Vocabulary Clarity 	<ul style="list-style-type: none"> Vocabulary Clarity 	<ul style="list-style-type: none"> Vocabulary Clarity 	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Vocabulary Background Knowledge
Numeracy	<ul style="list-style-type: none"> Management of Space Spatial Visualization Communication Purpose 	<ul style="list-style-type: none"> Management of Space Spatial Visualization Location and Direction Communication Purpose 	<ul style="list-style-type: none"> Management of Space Spatial Visualization Communication Patterns and Relationships Task Analysis Personal Insight 	<ul style="list-style-type: none"> Management of Space Spatial Visualization Personal Insight Strategies Task Analysis 	<ul style="list-style-type: none"> Management of Space Spatial Visualization Patterns and Relationships Strategies Task Analysis Personal Insight Communication
Guiding Questions	What is active living?	How does active living happen in my community?	How can I plan for active living?	How does active living contribute to my physical fitness?	How can I increase my physical fitness through active living?
Learning Outcomes	Children investigate active living.	Students investigate ways that active living can take place in the community.	Students examine factors that influence active living and develop a personal plan.	Students make connections between active living and physical fitness.	Students assess personal levels of physical fitness and determine ways to increase that fitness through active living.
Conceptual Knowledge	<ul style="list-style-type: none"> a person can be physically active or physically inactive (sedentary) people need regular physical activity to be healthy physical activity can happen at home, at school, or in the community playing games, walking, wheeling, and biking (active transportation) are ways to be physically active that can also be fun planning to be active every day is part of active living 	<ul style="list-style-type: none"> being physically active every day adds to health and to positive feelings of well-being different kinds of physical activities need different levels of effort being physically active can help muscles to grow stronger being physically active every day can be enjoyable and be achieved in different ways at home, at school, or in the community the local community includes spaces for indoor and outdoor activities, including natural spaces the local community includes people who teach others about how to develop skills and have fun while participating in a variety of physical activities 	<ul style="list-style-type: none"> different people enjoy different physical activities in varying spaces a person is more likely to be involved in physical activity that is enjoyable physical activity can be enjoyed by an individual or as a group activity each season offers different opportunities for active living a plan involves identifying a goal and then listing the steps needed to reach that goal planning for active living is an important step in having a healthy way of life active living includes habits and routines for being physically active every day it is helpful to know about community programs, activity spaces, and people who can support physical activity when planning for active living learning about physical activities connected to a variety of cultures can broaden choices when planning for active living 	<ul style="list-style-type: none"> physical fitness allows people to be active for periods of time without getting overly tired (endurance) physical fitness includes muscle strength and flexibility physical fitness involves regularly raising the rate that the human heart beats and making lungs work to become stronger (cardiorespiratory health and endurance) increased levels of physical fitness allow people to be active for longer periods of time, to have more strength, to be more flexible, and to have healthier hearts and lungs being physically fit adds to overall health and well-being 	<ul style="list-style-type: none"> the term physical fitness includes endurance, strength, flexibility, and cardiorespiratory health and endurance levels of physical fitness can be measured everyone can work toward improving physical fitness engaging in different physical activities through active living can improve endurance, strength, flexibility, and cardiorespiratory health and endurance

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Procedural Knowledge	<ul style="list-style-type: none"> participate in a variety of daily physical activities at school describe the differences between being physically active and physically inactive identify ways that physical activity can affect the body, mind, and spirit (holistic) identify physical activity experiences that provide personal enjoyment describe ways in which one is physically active outside of school explain how one might plan for physical activity 	<ul style="list-style-type: none"> participate in a variety of daily physical activities in both indoor and outdoor spaces describe physical and emotional feelings experienced while engaging in different levels of intensity of physical activity describe different kinds of physical activities that can happen at home, at school, or in the community investigate community spaces, programs, and people that support active living 	<ul style="list-style-type: none"> participate daily in organized and free-play physical activities in a variety of spaces participate in seasonal activities participate in physical activities that are associated with a variety of cultures explain the connection between personal choices for physical activity and personal enjoyment identify personal habits and other factors that support active living identify one or more active living goals develop a personal plan to achieve one or more active living goals 	<ul style="list-style-type: none"> participate daily in a range of physical activities to enhance physical fitness (endurance, strength, flexibility, and cardiorespiratory health and endurance) explain the correlation between active living and levels of physical fitness (endurance, strength, flexibility, and cardiorespiratory health and endurance) describe the connection between levels of physical fitness and levels of overall health and well-being 	<ul style="list-style-type: none"> informally assess personal levels of physical fitness while participating in a variety of daily physical activities record changes to personal levels of physical fitness over time through writing a journal, charting, graphing, or other means identify one or more physical fitness goals informally assess personal levels of active living generate ideas for increasing personal levels of active living that would support the achievement of one or more physical fitness goals
Competencies	<ul style="list-style-type: none"> Personal Growth and Well-being 	<ul style="list-style-type: none"> Personal Growth and Well-being Managing Information 	<ul style="list-style-type: none"> Personal Growth and Well-being Critical Thinking 	<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
Literacy	<ul style="list-style-type: none"> Access Background Knowledge Vocabulary Clarity 	<ul style="list-style-type: none"> Access Vocabulary Clarity 	<ul style="list-style-type: none"> Participation Access Vocabulary Background Knowledge Clarity Intent 	<ul style="list-style-type: none"> Vocabulary Comprehension Strategies Clarity 	<ul style="list-style-type: none"> Vocabulary Modes and Media Clarity Background Knowledge
Numeracy	<ul style="list-style-type: none"> Purpose Management of Space 	<ul style="list-style-type: none"> Management of Space Patterns and Relationships Personal Insight 	<ul style="list-style-type: none"> Management of Space Patterns and Relationships Personal Insight 	<ul style="list-style-type: none"> Management of Space Patterns and Relationships 	<ul style="list-style-type: none"> Personal Insight Collection of Data
Guiding Questions			What is perseverance?	Why is it important to demonstrate perseverance while engaged in challenging physical activities?	How can demonstrating perseverance while participating in challenging physical activities foster confidence?
Learning Outcomes			Students exhibit perseverance in a variety of learning contexts.	Students demonstrate perseverance in achieving physical activity goals.	Students examine how perseverance contributes to confidence.
Conceptual Knowledge			<ul style="list-style-type: none"> goal setting contributes to success personal goals can be supported in many ways (motivators) personal goals can be challenged in many ways (barriers) personal goals are achieved by using strengths, interests, talents, and gifts challenges to reaching goals can be solved in a variety of ways, including through practice perseverance requires courage perseverance involves believing in one's abilities to be successful in achieving goals 	<ul style="list-style-type: none"> physical activity goals reflect personal strengths and interests controllable and uncontrollable factors, including weather, time, and resources, may influence involvement in physical activities and may impact the achievement of personal physical activity goals perseverance involves effort and personal commitment perseverance includes reflecting on performance and identifying ways to continue to improve skills perseverance requires optimistic thinking 	<ul style="list-style-type: none"> persisting with new activities of increasing challenge and complexity can build confidence confidence plays a role in physical activity participation, including achieving activity goals personal challenge and risk need balance removal of barriers is important to achieving physical activity and learning goals self-advocacy is important for achieving personal goals related to physical activity and learning

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Procedural Knowledge			<ul style="list-style-type: none"> perform new activities that promote personal challenge, including physical activities practise perseverance by setting goals identify solutions for overcoming challenges recognize positive feelings experienced when perseverance leads to achieving goals 	<ul style="list-style-type: none"> perform activities of increasing challenge and complexity describe activity goals that build on personal goals explore motivators and barriers to personal activity goals identify factors that contribute to personal engagement in challenging physical activity 	<ul style="list-style-type: none"> participate in a range of new activities that increase in challenge and complexity examine how effort contributes to personal success and confidence describe personal motivators and barriers to personal activity goals implement plans to achieve personal activity goals assess personal strengths and interests in a variety of physical activities
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 	<ul style="list-style-type: none"> Personal Growth and Well-being Critical Thinking
Literacy			<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> Background Knowledge Clarity 	<ul style="list-style-type: none"> Personal Insight Background Knowledge
Numeracy			<ul style="list-style-type: none"> Personal Insight 	<ul style="list-style-type: none"> Personal Insight 	<ul style="list-style-type: none"> Personal Insight
Guiding Questions	What is motivation?	How does motivation affect my participation in physical activities?	How does following the rules of play help to support every player’s motivation?	How does engagement impact my motivation during physical activities?	How does my engagement during physical activities support the motivation of others?
Learning Outcomes	Children explore ways to develop motivation to be physically active.	Students explore personal motivation and ways to support the motivation of others during physical activities.	Students apply rules of play and etiquette to group physical activities as a way to support mutual motivation.	Students examine how engagement in physical activity connects to personal motivation.	Students describe the cause-and-effect relationship between engagement in physical activity and motivation.
Conceptual Knowledge	<ul style="list-style-type: none"> motivation is the reason for doing something motivation can come from inside self or from factors outside of self motivation is individual being included can be motivating 	<ul style="list-style-type: none"> learning about self includes understanding what is personally motivating motivation can change over time knowing the rules of play is important for safety and fairness and gives each player the chance to take part cooperation includes making sure everyone has a partner, takes turns, and can participate (inclusive behaviours) respectful behaviours are used in all physical activities to support engagement (etiquette) 	<ul style="list-style-type: none"> rules of play, including personal and equipment safety, are important in a variety of physical activities cooperation is working together when engaged in physical activities communication skills are an important part of respectful participation in physical activities etiquette varies based on the physical activity group success and personal success contribute to increased engagement elements of safety contribute to engagement of self and one another personal engagement in physical activities can support connections with one another 	<ul style="list-style-type: none"> rules of play are important when participating in individual or partner activities rules of play can be adapted to enhance safety and inclusivity inclusion within various activity environments promotes positive engagement different roles exist within various physical activities that contribute to engagement problem solving using etiquette and fair play contributes to engagement during physical activity connections with one another support motivation for physical activity 	<ul style="list-style-type: none"> safety of self and one another are affected by equipment and context inclusive activity environments can be supported through a variety of strategies, including adapting rules and equipment role choices can vary based on preference, purpose, and goals when engaged in various physical activities problem solving to find mutual solutions, including etiquette and fair play, contributes to connection with one another
Procedural Knowledge	<ul style="list-style-type: none"> describe personal reasons for wanting to be physically active describe factors that can take away from motivation to be physically active examine the importance of feeling included in play and the importance of including others in play discuss how feelings of safety influence motivation when using space or equipment during physical activities 	<ul style="list-style-type: none"> describe what is personally motivating in relation to physical activity describe feelings associated with motivation practise behaviours related to fair play, safety, respect, cooperation, and manners (inclusive behaviours) apply strategies, including communicating respectfully, to include others in physical activity 	<ul style="list-style-type: none"> practise respectful and cooperative behaviours, including etiquette and fair play, in partner and group situations practise actions that positively impact individual and group success model safety for self and one another practise inclusive behaviours related to fair play and safety of self and one another 	<ul style="list-style-type: none"> solve problems to nurture relationships between self and one another in physical activities practise roles, including follower, leader, and teammate, in physical activity respond appropriately and modify actions to promote safety during physical activities describe how connections with one another support personal motivation 	<ul style="list-style-type: none"> modify actions to ensure safety during physical activity demonstrate respect for self, peers, and equipment while participating in a variety of physical activities demonstrate different roles, including leader, follower, offender, defender, and chaser/chasee, during physical activity examine how participation in various roles supports motivation

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	<ul style="list-style-type: none"> • discuss how familiarity with rules of play supports motivation to be physically active • practise behaviours related to fair play and safety • engage with picture books or other forms of text that address the importance of feeling included 	<ul style="list-style-type: none"> • explain why rules are needed in games and physical activities • demonstrate turn taking and sharing of equipment • engage with picture books or other forms of text that address motivation 	<ul style="list-style-type: none"> • identify how participation in physical activities can support connections with one another 		<ul style="list-style-type: none"> • modify rules to make physical activity inclusive • apply strategies to work together and solve problems in a variety of physical activities
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 • Collaboration 	<ul style="list-style-type: none"> • Personal Growth and Well-being • Collaboration 	<ul style="list-style-type: none"> • Personal Growth and Well-being • Critical Thinking 	<ul style="list-style-type: none"> • Personal Growth and Well-being • Critical Thinking
Literacy	<ul style="list-style-type: none"> • Access • Background Knowledge • Vocabulary • Clarity • Audience 	<ul style="list-style-type: none"> • Personal Insight • Access • Comprehension Strategies • Vocabulary • Clarity • Audience • Background Knowledge 	<ul style="list-style-type: none"> • Participation • Vocabulary • Audience 	<ul style="list-style-type: none"> • Participation • Audience • Clarity • Comprehension Strategies 	<ul style="list-style-type: none"> • Task Analysis • Comprehension Strategies • Audience
Numeracy	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified

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Essential Understanding	Making meaning of healthy living and the decision-making process contributes to our understanding of healthy growth and development.				
Guiding Questions	What is healthy growth and development?	What habits can help my healthy growth and development?	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 describe how caring for the body promotes healthy growth and development.	Students represent how caring for the body helps healthy growth and development.	Students examine how health habits contribute to healthy growth and development.	Students connect ways that health habits influence healthy growth and development.	Students connect how healthy living supports the changes that occur during puberty.
Conceptual Knowledge	<ul style="list-style-type: none"> bodies grow and develop and are special and unique basic health practices (hygiene), including brushing teeth, bathing, washing hands, and sneezing into one’s sleeve to help prevent people from getting sick, are important 	<ul style="list-style-type: none"> sleep, rest, nutrition, mental health, and physical activity are important for healthy growth and development health habits are important for personal growth and development changes that occur during growth and development are something to be proud of 	<ul style="list-style-type: none"> sleep, rest, nutrition, mental health, and physical activity play an important role in the healthy growth and development of the body and brain positive health habits develop over time and require repeated practice reduction of sedentary behaviour has many health benefits 	<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 and contribute to healthy growth and development 	<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 cultural perspectives on puberty can positively influence healthy growth and development First Nations, Métis, and Inuit cultural knowledge can support the respectful development of self personal feelings about body and appearance (body image) is influenced by many factors, including media
Procedural Knowledge	<ul style="list-style-type: none"> identify basic health practices (hygiene) describe changes in the body since birth express ways of appreciating health and well-being identify healthy choices for healthy growth and development 	<ul style="list-style-type: none"> identify the names of body parts practise healthy hygiene habits describe changes to the body as it grows demonstrate ways of appreciating health and well-being describe ways of maintaining good health 	<ul style="list-style-type: none"> examine how health habits are developed over time explain the role of sleep, rest, nutrition, mental health, and physical activity in the healthy growth and development of the body and brain describe personal health habits 	<ul style="list-style-type: none"> connect the impact of choices to how they relate to healthy growth and development practise ways of reducing sedentary behaviours describe different rates of healthy growth and stages of development 	<ul style="list-style-type: none"> describe the influences of puberty on making healthy choices describe changes that happen during puberty describe how personal health habits may need to be modified as the body changes identify sources of support, including Elders and public health nurses, in the community
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"> Critical Thinking Personal Growth and Well-being 	<ul style="list-style-type: none"> Communication Personal Growth and Well-being
Literacy	<ul style="list-style-type: none"> Clarity 	<ul style="list-style-type: none"> Clarity Vocabulary 	<ul style="list-style-type: none"> Background Knowledge Vocabulary Clarity 	<ul style="list-style-type: none"> Comprehension Strategies Vocabulary Clarity 	<ul style="list-style-type: none"> Clarity Access Media Influence
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> Time Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> Patterns and Relationships

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Guiding Questions	What is personal safety?	Why is personal safety important?	How can I support my personal safety?	How can preparation and practice support personal safety?	How can various contexts impact personal safety?
Learning Outcomes	Children explore personal safety in a variety of contexts.	Students examine the importance of personal safety.	Students explore strategies and behaviours for personal safety.	Students demonstrate strategies that enhance personal safety for uncomfortable and unsafe situations.	Students examine various influences on safe, uncomfortable, and unsafe situations in relation to personal safety.
Conceptual Knowledge	<ul style="list-style-type: none"> everyone has the right to personal space permission needs to be given before entering another’s personal space personal safety includes knowing the meanings of safety symbols for medicines, poisons, and other toxic substances personal safety means being able to distinguish between situations that are safe and those that are unsafe or uncomfortable it is important to ask for help in unsafe or uncomfortable situations 	<ul style="list-style-type: none"> personal safety means that every person has the right to be free from worrying about physical harm and unkindness personal safety means choosing words and actions that keep feelings and body of self and others safe setting boundaries is important for having needs met and respected, including needs for personal space communicating boundaries includes telling others what is comfortable and uncomfortable there are trusted people in the school and community who can provide help with personal safety safety rules help keep the classroom and school healthy and safe for everyone personal safety includes knowing the meanings of traffic symbols in the community when travelling to and from school personal safety includes being able to distinguish safe from unsafe substances at home, in the school, and in the community 	<ul style="list-style-type: none"> personal boundaries are established by clearly communicating refusal and permission (consent) touch and affection are never a secret cultural beliefs and practices can influence personal safety strategies, including awareness of safety networks, are important for unsafe and uncomfortable situations communication of safety plans, including the safe use of technology, is important at home, at school, and in the community medicine is used for specific purposes some situations require the help of emergency services emergency help can be accessed by phoning 911 responsible use of information helps keep one safe (digital citizenship) 	<ul style="list-style-type: none"> refusal skills and consent are important for personal safety strategies, including identification of personal boundaries, are needed to feel safe within relationships unsafe and uncomfortable situations require appropriate responses, including asking for help, using a kids’ help line, and calling 911 substances can be classified in different ways, including legal and illegal travel in the local community, including to and from school, requires safe behaviours unsafe and uncomfortable situations require proactive planning personal safety is the responsibility of one another and includes not putting others in unsafe situations 	<ul style="list-style-type: none"> personal boundaries change depending on context people have the right to make decisions to be safe, and the responsibility to not put others in unsafe situations environmental contexts may result in unsafe or uncomfortable situations, which require appropriate responses legal and illegal substances affect well-being
Procedural Knowledge	<ul style="list-style-type: none"> investigate the meaning of personal safety describe differences between safe situations and unsafe or uncomfortable situations discuss feelings that may be associated with safe, uncomfortable, and unsafe situations discuss ways to respond, including asking for help, in uncomfortable and unsafe situations describe personal space identify safety symbols engage with picture books or other forms of text that address personal safety 	<ul style="list-style-type: none"> represent the importance of personal safety through illustrations or other forms of text recognize the boundaries of self and one another, including asking for permission before touching someone or someone’s belongings identify trusted people in the school and community who can help support personal safety practise asking for help in a variety of different scenarios follow safety rules and instructions explain the meanings of traffic symbols in relation to personal safety acknowledge feelings of comfort and discomfort when with one another 	<ul style="list-style-type: none"> respect the boundaries of self and one another identify a safety network in unsafe and uncomfortable situations acknowledge cultural beliefs and practices that promote safety describe differences between prescription and non-prescription medicines describe safe and responsible use of information (digital citizenship) 	<ul style="list-style-type: none"> acknowledge cultural views about personal boundaries and social practices practise safe and responsible use of information (digital citizenship) protect personal information demonstrate when and how to ask for help in various contexts practise refusal skills and consent in a variety of contexts respond appropriately to unsafe and uncomfortable situations identify legal and illegal substances 	<ul style="list-style-type: none"> discuss cultural views about personal boundaries and social practices practise refusal skills and consent assess unsafe and uncomfortable situations when making decisions demonstrate digital citizenship identify the impact of legal and illegal substances on well-being

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		<ul style="list-style-type: none"> • identify safe and unsafe substances in the home, school, and community • examine ways to find help in unsafe and uncomfortable situations • engage with picture books or other forms of text that address the importance of personal safety 			
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 • 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 	<ul style="list-style-type: none"> • Personal Growth and Well-being • Problem Solving
Literacy	<ul style="list-style-type: none"> • Access • Clarity • Vocabulary 	<ul style="list-style-type: none"> • Task Analysis • Access • Clarity • Vocabulary • Participation • Modes and Media 	<ul style="list-style-type: none"> • Purpose • Participation • Access • Vocabulary • Clarity 	<ul style="list-style-type: none"> • Vocabulary • Participation • Audience • Access 	<ul style="list-style-type: none"> • Audience • Comprehension Strategies • Vocabulary • Participation • Evaluate
Numeracy	<ul style="list-style-type: none"> • Organization of Data • Management of Space 	<ul style="list-style-type: none"> • Organization of Data • Management of Space 	<ul style="list-style-type: none"> • Management of Space • Organization of Data 	<ul style="list-style-type: none"> • Management of Space • Organization of Data 	<ul style="list-style-type: none"> • Management of Space
Guiding Questions	How can I make healthy nutrition choices?	Why is it important to make healthy nutrition choices?	What influences how I make healthy nutrition choices?	How can I connect quality nutrition information to healthy nutrition choices?	How can I apply nutrition knowledge to make healthy nutrition choices?
Learning Outcomes	Children recognize how to make healthy nutrition choices.	Students describe how to make healthy nutrition choices.	Students examine influences on the ability to make healthy nutrition choices.	Students analyze nutrition information to make healthy nutrition choices.	Students evaluate nutrition information to make healthy nutrition choices.
Conceptual Knowledge	<ul style="list-style-type: none"> • the body tells us when it is hungry and thirsty • food, including First Nations, Métis, and Inuit traditional foods, comes from the land • different foods can be grouped based on characteristics and how each food type helps bodies be healthy • eating well and hydrating properly affects how the body feels 	<ul style="list-style-type: none"> • healthy food has benefits, including providing energy and supporting 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 that may cause harm • hunger, appetite, and food cues, including meal time, are connected and can impact food choices 	<ul style="list-style-type: none"> • nutritional guidelines provide the flexibility to create healthy food choices, including family traditions, cultural traditions, 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 and the origin of food • nutritional labels assist in providing information about nutrients 	<ul style="list-style-type: none"> • food and hydration choices affect our well-being • proper food handling, including food preparation and preservation, 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 • eating a balanced diet that includes nutritious foods helps improve physical fitness 	<ul style="list-style-type: none"> • credible sources of nutrition information are based on research and traditional knowledge • 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 have changed over time
Procedural Knowledge	<ul style="list-style-type: none"> • explore a variety of nutritious foods and drinks • identify a variety of places where food comes from • explore First Nations, Métis, and Inuit traditional food sources 	<ul style="list-style-type: none"> • describe healthy choices for meals and snacks • identify seasonal food choices, including First Nations, Métis, and Inuit traditional diets • explore various nutritional guidelines, including federal and provincial • identify a variety of nutritious foods • identify possible food allergens, including dairy and nuts 	<ul style="list-style-type: none"> • recognize healthy choices for meals and snacks • explore nutritional guidelines, including federal and provincial • identify a variety of traditional First Nations, Métis, and Inuit food sources • examine how and why to make choices related to food cues, hunger, and appetite • explore food origins and food attributes • examine the relationship between intensity and duration of physical activity and hydration 	<ul style="list-style-type: none"> • analyze nutrition labels to help support healthy choices • investigate sources of food, including traditional First Nations, Métis, and Inuit food sources • investigate food preparation and preservation of food sources, including First Nations, Métis, and Inuit traditional practices • explore common practices for handling food properly 	<ul style="list-style-type: none"> • develop healthy eating plans • identify opportunities to make healthy food choices in a variety of contexts • recognize environments that offer healthy choices and support healthy eating • compare nutrition labels between different products to make informed, healthy food choices • identify credible nutrition sources • investigate cause and effect on First Nations, Métis, and Inuit traditional diets

Wellness Education DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
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 • Critical Thinking 	<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
Literacy	<ul style="list-style-type: none"> • Comprehension Strategies 	<ul style="list-style-type: none"> • Access • Vocabulary • Clarity 	<ul style="list-style-type: none"> • Comprehension Strategies • Access 	<ul style="list-style-type: none"> • Comprehension Strategies • Access • Clarity 	<ul style="list-style-type: none"> • Comprehension Strategies • Access • Evaluate
Numeracy	<ul style="list-style-type: none"> • Organization of Data 	<ul style="list-style-type: none"> • Purpose • Interpretation of Data 	<ul style="list-style-type: none"> • Patterns and Relationships • Interpretation and Representation of Quantitative Information 	<ul style="list-style-type: none"> • Purpose • Interpretation of Data 	<ul style="list-style-type: none"> • Patterns and Relationships • Interpretation of Data
Guiding Questions				Where can I access quality information to make healthy choices?	How can having ownership over personal decision-making processes impact my well-being?
Learning Outcomes				Students examine the influence of various sources of health information on decision making.	Students connect and apply health knowledge as part of decision-making processes that support 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 based on research and traditional knowledge • awareness of holistic models of well-being can inform healthy choices 	<ul style="list-style-type: none"> • selection of appropriate information requires effective decision making • choices can have positive or negative impacts, including impacts on physical, intellectual, and financial well-being
Procedural Knowledge				<ul style="list-style-type: none"> • assess sources of quality information, including media influences • identify holistic models of well-being to support healthy decision making 	<ul style="list-style-type: none"> • demonstrate informed decision making to support holistic well-being • identify the impact of personal choices, including spending and saving habits • examine the benefits of holistic models to make choices that support well-being
Competencies				<ul style="list-style-type: none"> • Personal Growth and Well-being • Critical Thinking 	<ul style="list-style-type: none"> • Personal Growth and Well-being • Critical Thinking
Literacy				<ul style="list-style-type: none"> • Access • Evaluate 	<ul style="list-style-type: none"> • Evaluate
Numeracy				<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • Noneidentified

Wellness Education DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Exploring connections strengthens our understandings of relationships to help us make meaning of the world.				
Guiding Questions	How does being connected in my community contribute to my well-being?	How can I connect with my community to improve my well-being?	What impacts community well-being?	What strategies can I use to enhance well-being in my community?	Why is it important to understand the relationship between community and personal well-being?
Learning Outcomes	Children recognize people, places, and routines within the community that contribute to personal well-being.	Students describe people, places, and routines in the community that contribute to personal well-being.	Students examine factors that contribute to community well-being.	Students analyze and implement strategies that contribute to community well-being.	Students acknowledge and evaluate the relationship between self and community well-being.
Conceptual Knowledge	<ul style="list-style-type: none"> people in the home, school, and community have roles, responsibilities, and occupations natural and built environments, including parks and playgrounds, contribute to well-being personal routines help individuals know what to expect and do healthy bodies are important to well-being (holistic) being part of a community can give a sense of belonging 	<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 well-being (holistic) 	<ul style="list-style-type: none"> 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 one another organizational skills contribute to the learning community community plays a role in supporting the overall well-being of self and one another 	<ul style="list-style-type: none"> strengths, interests, talents, and gifts of self and one another can contribute to the community 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 well-being is nurtured by self and community 	<ul style="list-style-type: none"> people in the community impact individuals' 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 a healthy and balanced community
Procedural Knowledge	<ul style="list-style-type: none"> recognize that the roles and responsibilities of people in the home, school, and community contribute to well-being explore the ways that community affects well-being develop routines and expectations 	<ul style="list-style-type: none"> describe the roles and responsibilities of family members, school staff, and other community members that contribute to well-being identify natural and built environments in the community, including parks, community centers, recreation centres, and playgrounds explore the roles, responsibilities, and occupations of community members develop routines and independence 	<ul style="list-style-type: none"> examine community resources, including people, places, and things, that provide support and assistance develop routines, expectations, and organizational skills examine the impact of natural and built environments, including parks, recreation centres, and playgrounds, in the community describe opportunities in the community that contribute to the overall well-being of self and one another 	<ul style="list-style-type: none"> develop routines, expectations, and organizational skills as a way of contributing to the learning community describe ways that people can help at school or in the local community analyze roles and behaviours that contribute to personal and classroom well-being examine the strengths, interests, talents, and gifts within the community and how those can contribute to community well-being explore how holistic well-being can be nurtured by self and one another 	<ul style="list-style-type: none"> describe how routines and expectations contribute to the well-being of self and one another describe leadership attributes and contributions in school and the community participate in activities that contribute to school and community well-being compare the relationship between natural and built environments and enhanced community well-being explore diverse cultural practices for healthy living explore a variety of models of holistic well-being, including First Nations, Métis, and Inuit models
Competencies	<ul style="list-style-type: none"> Personal Growth and Well-being Critical Thinking 	<ul style="list-style-type: none"> Personal Growth and Well-being 	<ul style="list-style-type: none"> Personal Growth and Well-being Critical Thinking 	<ul style="list-style-type: none"> Cultural and Global Citizenship Personal Growth and Well-being 	<ul style="list-style-type: none"> Cultural and Global Citizenship Critical Thinking
Literacy	<ul style="list-style-type: none"> Background Knowledge Vocabulary 	<ul style="list-style-type: none"> Vocabulary Comprehension Strategies Clarity 	<ul style="list-style-type: none"> Access Comprehension Strategies Clarity 	<ul style="list-style-type: none"> Comprehension Strategies Task Analysis Vocabulary Clarity 	<ul style="list-style-type: none"> Comprehension Strategies Clarity
Numeracy	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> None identified

Wellness Education DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Guiding Questions	What is friendship?	How can I show friendship to others?	What is a healthy relationship?	How can I work toward having healthy relationships with others?	How can I promote healthy relationships?
Learning Outcomes	Children explore friendship.	Students demonstrate friendship through words and actions.	Students explore the nature of healthy relationships.	Students describe and exhibit behaviours associated with healthy relationships.	Students compare and contrast strategies that promote healthy relationships.
Conceptual Knowledge	<ul style="list-style-type: none"> friendships help meet human needs to love others and to feel loved friends are two or more people who know and like one another friends spend time together friends can help one another friends can share in happy times words and actions can make others feel happy or can be hurtful friends show kindness and respect for one another through words and actions conflict is sometimes part of friendship friends resolve conflicts by listening to one another friends resolve conflicts by using “I” messages to share feelings or apologize 	<ul style="list-style-type: none"> friendship can add to feelings of well-being friends like and respect one another friends can feel comfortable with one another when playing or working together friends share and listen to ideas and experiences of one another friends can trust one another friends can keep promises to one another friends show kindness, caring, and fairness friends resolve conflicts by listening to one another, trying to understand the other’s point of view, apologizing, taking time to cool off, or getting help from a peer or an adult 	<ul style="list-style-type: none"> relationships involve two or more people friendships are a type of relationship healthy relationships are built on caring, trust, and mutual respect healthy relationships can create a sense of belonging each person in a friendship is an equal healthy relationships include open, honest, and safe communication between each person in the relationship healthy relationships involve respecting each person’s likes and needs people in healthy relationships can support one another through expressions of appreciation and encouragement conflict is sometimes part of healthy relationships people in healthy relationships resolve conflict by coming to a common understanding of the problem without interrupting or saying hurtful things each person in a healthy relationship shares in the responsibility for offering fair solutions to problems 	<ul style="list-style-type: none"> healthy relationships involve sharing ideas and experiences but also require each person to respect the privacy of one another healthy relationships include chances for each person to hold and respectfully share differing points of view people in healthy relationships support one another through positive words or actions during moments of loss, challenge, or failure people in healthy relationships sometimes work to resolve conflicts by compromising so that each person shares in the work of coming to fair or equitable solutions to problems empathy is an important part of healthy relationships and involves trying to understand or share the feelings of another person 	<ul style="list-style-type: none"> each person in a relationship has responsibilities for the health of the relationship healthy relationships involve setting boundaries boundaries are set when each person in a healthy relationship feels safe to state what is personally comfortable and not comfortable boundaries are set when each person in a healthy relationship feels safe to share preferences about shared activities and amount of time spent together support can be sought from many sources, including parents, caregivers, teachers, Elders, or Knowledge Keepers relationships require strategies, including conflict resolution and expressing empathy, to manage change and support one another appropriate strategies exist to support students in a safe and caring learning environment behaviours can impact and influence one’s sense of self and belonging
Procedural Knowledge	<ul style="list-style-type: none"> describe the qualities of friendship represent ways to show friendship through illustrations or other forms of text use appropriate words and actions to communicate friendship use appropriate words and actions to resolve conflicts with peers engage with picture books or other forms of text that address friendship 	<ul style="list-style-type: none"> represent the personal value of friendship through illustrations or other forms of text use words and actions that support the building of developing friendships in a variety of learning contexts use appropriate words and actions that support constructive conflict resolution engage with picture books or other forms of text that address the importance of friendship and positive conflict resolution 	<ul style="list-style-type: none"> describe the qualities of healthy relationships demonstrate respect when interacting with peers and adults use appropriate words and actions that extend appreciation and encouragement to others participate actively and constructively in resolving conflicts in a respectful manner 	<ul style="list-style-type: none"> describe behaviours that would help define a relationship as healthy demonstrate respect for others’ privacy express personal opinions respectfully recognize others’ rights to hold and express differing opinions use appropriate words and actions to extend support to others participate in resolving conflicts by compromising demonstrate empathy 	<ul style="list-style-type: none"> describe the importance of equality in healthy relationships explain the value of boundaries in healthy relationships compare and contrast healthy relationship strategies identify sources that support healthy relationships
Competencies	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Critical Thinking

Wellness Education DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Literacy	<ul style="list-style-type: none"> • Task Analysis • Access • Vocabulary • Clarity • Audience • Modes and Media 	<ul style="list-style-type: none"> • Task Analysis • Access • Vocabulary • Clarity • Audience • Modes and Media 	<ul style="list-style-type: none"> • Task Analysis • Vocabulary • Audience 	<ul style="list-style-type: none"> • Task Analysis • Audience • Participation • Vocabulary 	<ul style="list-style-type: none"> • Comprehension Strategies • Vocabulary • Clarity
Numeracy	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified

Wellness Education DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Developing and affirming identity contributes to well-being and understandings of self and one another.				
Guiding Questions	How can I identify my feelings and manage emotions to know myself?	Why is it important to identify my feelings and manage emotions to know myself?	How can feelings be identified and emotions managed in various situations to know myself?	Why is it important to know myself and manage my emotions?	How can knowing myself help with managing emotion in various situations?
Learning Outcomes	Children recognize feelings and explore ways to manage emotions to know themselves.	Students describe feelings and demonstrate ways to manage emotions to know themselves.	Students demonstrate strategies that support self-awareness.	Students integrate strategies that support self-awareness.	Students demonstrate self-awareness 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 and feel there are different kinds of feelings and emotions, including happiness, sadness, and excitement each individual is special and unique the brain and the body are connected 	<ul style="list-style-type: none"> words such as happy, sad, and excited can be used to express emotions emotions are connected to behaviour, including flight, fight, and freeze the expression of emotions can affect how people feel (mental health) the identification of feelings helps to understand self and one another the decisions we make for our bodies impacts our brain and our feelings (mental health) healthy bodies, minds, and emotions play a part in our well-being (holistic) 	<ul style="list-style-type: none"> 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 self-regulation strategies are aligned with brain functions 	<ul style="list-style-type: none"> self-regulation is connected to signals from the body, mind, and spirit different situations may evoke emotional response (stress) short-term goal setting aligns with personal strengths, interests, talents, and gifts reflection and feedback on success and failure provides opportunities for personal growth and learning 	<ul style="list-style-type: none"> stress has an influence on emotions and behaviours identity is influenced by lived experiences and environment knowledge of oneself provides insight into life transitions and career pathways strengths, interests, talents, and gifts develop and change over time
Procedural Knowledge	<ul style="list-style-type: none"> explore strategies, including calming strategies, for self-regulation acknowledge feelings of self share personal experiences about strengths, interests, talents, and gifts identify the basic functions of the brain related to thinking and emotions 	<ul style="list-style-type: none"> practise strategies, including calming strategies and thinking before responding, for self-regulation demonstrate emotions appropriately identify one’s feelings in different situations connect basic brain functions to self-management 	<ul style="list-style-type: none"> describe ways of overcoming difficult situations (emotional resilience) express emotions in a range of contexts through speaking, drawing, and writing describe how basic brain functions, including fight, flight, and freeze, impact one’s ability to self-regulate explore personal strengths, interests, talents, and gifts 	<ul style="list-style-type: none"> communicate thoughts, feelings, and ideas respectfully assess learning needs recognize personal stressors practise strategies for self-regulation within various contexts in response to feedback from the body, mind, and spirit acknowledge personal strengths, interests, talents, and gifts 	<ul style="list-style-type: none"> explore the impact of personal behaviours on self develop solutions to problems create a plan to manage emotions for challenging situations evaluate personal strengths, interests, talents, and gifts
Competencies	<ul style="list-style-type: none"> Personal Growth and Well-being Critical Thinking 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> 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
Literacy	<ul style="list-style-type: none"> Personal Insight Background Knowledge 	<ul style="list-style-type: none"> Participation Personal Insight Vocabulary Audience 	<ul style="list-style-type: none"> Clarity Intent Personal Insight 	<ul style="list-style-type: none"> Personal Insight Audience 	<ul style="list-style-type: none"> Background Knowledge Personal Insight Clarity
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified