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| **Physical and Health Ed 5 -** **Planning KDU** |
| **CORE COMPETENCIES** **COMMUNICATION**  | **CORE COMPETENCIES** **THINKING (CRITICAL/CREATIVE)** | **CORE COMPETENCIES****(PERSONAL/SOCIAL)** |
| **CURRICULAR COMPETENCIES** | **BIG IDEA (Understand…)** | **What do we want students to DO?****(Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
| **Physical Literacy** * Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments
* Apply a variety of movement concepts and strategies *(What strategies can you use to gain some type of advantage in a game situation?)* in different physical activities
* Apply methods of monitoring exertion levels *(heart rate monitors; rate of perceived exertion scales to self-assess exertion levels and make appropriate adjustments related to the activity)* in physical activity
* Develop and demonstrate safety, fair play, and leadership in physical activities
* Identify and describe preferred types of physical activity *(indoor or outdoor activities; individual activities or activities with others; competitive or non-competitive activities)*

**Healthy and active living** * Participate daily in physical activity designed to enhance and maintain health components of fitness *(Which health components of fitness are influenced by the different types of physical activities you participate in?)*
* Identify and describe opportunities for and potential challenges *(lack of time after school; not knowing where to be physically active; not having access to places to be physically active)*  to participation in preferred types of physical activity at school, at home, and in the community
* Analyze and describe the connections *(How do the different types of foods you eat influence how you feel on a daily basis?)* between eating, physical activity and mental well-being
* Describe the impacts of personal choices on health and well-being
* Describe strategies for communicating medical concerns *(Who can you speak with if you have concerns about health issues and/or are unsure about medical instructions?)* and getting help with health issues
* Identify, apply and reflect on strategies used *(Which strategies were most successful in helping you pursue your healthy-living goals?)* to pursue healthy-living goals

**Social and community health*** Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations *(What are some strategies you can use to avoid an unsafe or potentially exploitive situation while using the Internet?)*
* Describe and assess strategies for responding to discrimination, stereotyping, and bullying *(What can you do if you are being bullied and/or see someone else being bullied?)*
* Describe and apply strategies for developing and maintaining healthy relationships
* Describe and apply strategies that promote a safe and caring environment

**Mental well-being*** Describe and assess strategies for promoting mental well-being for self and others
* Describe and assess strategies for managing problems related to mental well-being and substance use *(What resources exist in your school and/or community to help students with problems related to mental well-being and/or substance use?)* for others
* Explore and describe strategies for managing physical, emotional, and social changes *(How do the various changes you may be experiencing during puberty influence your relationships with others?)* during puberty
* Explore and describe how personal identities *(How might you view yourself differently at home and at school?)* adapt and change in different settings and situations
 | Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle. | *Questions to support inquiry with students:* * How does daily physical activity affect all aspects of well-being?
* What types of strategies can help you succeed in different physical activities?
 | * proper technique for fundamental movement skills, including non-locomotor *(movement skills performed “on the spot” without travelling across the floor or surface; could include: balancing; bending; twisting; lifting)*, locomotor *(movement skills that incorporate travelling across the floor or surface; could include: rolling; jumping; hopping; running; galloping)*, and manipulative *(movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; skills could include: bouncing; throwing; catching; kicking; striking)* skills
* movement concepts *(body awareness (e.g., parts of the body, weight transfer); spatial awareness (general spacing, directions, pathways); effort awareness (e.g., speed, force); relationships to/with others and objects)* and strategies *(include a variety of approaches that will help a player or team successfully achieve a movement outcome or goal (e.g., moving into space away from an opponent to receive a pass))*
* ways to monitor and adjust physical exertion levels *(* *could include: using heart rate monitors; checking pulse; checking rate of perceived exertion (a five-point scale to self-assess physical exertion level))*
* how to participate in different types of physical activities, including individual and dual activities *(activities that can be done individually and/or with others; could include: jumping rope; swimming; running; bicycling; Hula Hoop)*, rhythmic activities *(activities designed to move our bodies in rhythm; could include: dance; gymnastics)*, and games *(types of play activities that usually involve rules, challenges, and social interaction; could include: tag; parachute activities; co-operative challenges; Simon Says; team games; traditional Aboriginal games)*
* differences between the health components of fitness *(five different aspects that influence overall health and effect our ability to meet the physical demands of everyday living; include: muscular strength — exerting maximal force to lift and/or move an object (e.g., completing one push-up); muscular endurance — ability of the muscles to exert submaximal force over a prolonged period of time (doing more than one push-up); cardiovascular endurance — ability of the heart and lungs to work together and provide blood and oxygen to the working muscles over a period of time (jogging); flexibility — the ability of a joint and the surrounding muscles to move through a full range of motion (stretching); body composition — the ratio of fat tissue to fat-free body tissue)*
* training principles to enhance personal fitness levels, including the FITT principle *(guideline to help develop and organize personal fitness goals based on: Frequency — how many days per week; Intensity — how hard one exercises in the activity (percentage of maximum heart rate); Type — the type of activity or exercise, focusing on the fitness goal (jogging for cardio endurance); Time — how long the exercise session lasts)*
* benefits *(developing a stronger heart, muscles, and bones; burning off excess energy; helping focus attention in class; promoting optimal growth and development; helping us feel good; lowering stress levels; having fun with friends)* of physical activity and exercise
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| **Evidence of Experience (Show)** |
| **BIG IDEA (Understand…)** | **What do we want students to DO?****(Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
| Understanding ourselves and the various aspects of health helps us to develop a balanced lifestyle.Personal choices and social and environmental factors influence our health and well-being.Developing healthy relationships helps us feel connected, supported, and valued. | *Questions to support inquiry with students:* * What does healthy living mean to you?
* Which strategies are most successful in helping you pursue your healthy-living goals?
 | * food choices *(local and seasonal foods; whole/natural foods versus processed foods)*  to support active lifestyles and overall health
* Practices that promote health and well-beingincluding those that prevent communicable *(hand washing; covering mouth when coughing; washing hands after sneezing and/or coughing; staying away from others when sick)* and non-communicable illnesses *(regular physical activity; healthy eating; stress management; regular sleep patterns)*
* sources of health information and support services *(medical professionals; trusted adults; medical clinics; community support services)*
* strategies to protect themselves and others *(knowing their right not to be abused; being assertive; avoiding potentially unsafe situations; safe use of the Internet; identifying tricks and lures used by predators)* from potential abuse, exploitation, and harm in a variety of settings
* factors influencing use of psychoactive substances *(alcohol; tobacco; illicit drugs; solvents)* and potential harms
* Physical *(how students’ bodies are growing and changing during puberty)*, emotional *(* *how students’ thoughts and feelings might evolve or change during puberty)*, and social *(how students interact with others and how their relationships might evolve or change during puberty)* changes that occur during puberty, including those involving sexuality *(having a capacity for sexual feelings)* and sexual identity *(* *a component of a person’s identity that reflects his or her sexual self-concept)*
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| **Evidence of Experience (Show)** |
| **BIG IDEA (Understand…)** | **What do we want students to DO?****(Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
|  | *Questions to support inquiry with students:*  |  |
| **Evidence of Experience (Show)** |