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| **Physical and Health Ed 6 -** **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, refine and apply fundamental movement skills in a variety of physical activities and environments * Develop and 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 and adjusting 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?)* * Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness * Explore and plan food choices to support personal health and well-being *(How does eating the recommended servings of different food groups each day help support your health and well-being?)* * Describe the impacts of personal choices on health and well-being * Describe the impacts of personal choices on health and well-being * Analyze health messages and possible intentions to influence behaviour *(What might advertisements be telling you about their health products or messages?)* * 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 * Explore strategies for promoting the health and well-being of the school and community   **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 and adolescence | Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.  Physical literacy and fitness contribute to our success in and enjoyment of physical activity. | | *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 *(skills performed “on the spot” without travelling across the floor or surface; could include: balancing; bending; twisting; lifting)*, locomotor *(skills that incorporate travelling across the floor or surface; could include: rolling; jumping; hopping; running; galloping)*, and manipulative *(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 (moving into space away from an opponent to receive a pass))* * ways to monitor and adjust physical exertion levels *(using heart rate monitors; checking pulse; checking rate of perceived exertion (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)* * 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 (e.g., 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)* and the SAID principle *(* *(Specific Adaptation to Imposed Demand): body will react and respond to the type of demand placed on it (student’s flexibility will eventually improve if he or she participates in regular stretching activities)* |
| **Evidence of Experience (Show)** | | | |
| **BIG IDEA (Understand…)** | | **What do we want students to DO?**  **(Activities, lessons…)** | **Content (& Elaborations)**  **(Know)** |
| We experience many changes in our lives that influence how we see ourselves and others.  Healthy choices influence our physical, emotional, and mental well-being.  Learning about similarities and differences in individuals and groups influences community health. | | *Questions to support inquiry with students:*   * What is healthy living? * Which strategies are most successful in helping you pursue your healthy-living goals? * What are some strategies you can use to avoid an unsafe or potentially exploitive situation while using the Internet? | * Influences on food choices *(access to locally grown food; access to seasonal foods; differing options in various settings (e.g., school vending machines))* * practices that reduce the risk of contracting sexually transmitted infections *(gonorrhea; chlamydia; herpes)* and life-threatening communicable diseases *(HIV/AIDS; hepatitis B and C; meningococcal C)* * sources of health information *(magazines; Internet; advertisements on TV; flyers from health stores)* * basic principles for responding to emergencies *(following safety guidelines; having an emergency response plan; knowing how to get help)* * 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 * consequences of bullying, stereotyping, and discrimination * strategies for managing personal and social risks related to psychoactive substances *(alcohol; tobacco; illicit drugs; solvents)* and potentially addictive behaviours * Physical *(how students’ bodies are growing and changing during puberty)*, emotional *(how students’ thoughts and feelings might evolve or change during puberty and adolescence)*, and social *(how students interact with others and how their relationships might evolve or change during puberty and adolescence)* changes that occur during puberty and adolescence * Influences on individual identity, including sexual identity *(a component of a person’s identity that reflects his or her sexual self-concept)* gender, values and beliefs |
| **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)** | | | |