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| **Physical and Health Ed 8 -** **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 * Develop strategies for promoting healthy eating choices in different settings * Assess factors that influence healthy choices and their potential health effects * Identify factors that influence health messages *(What influences might different health messages have on people?)* from a variety of sources, and analyze their influence on behaviour * Identify and apply strategies to pursue personal healthy-living goals * Reflect on outcomes of personal healthy-living goals and assess strategies used (*How did the strategies you used to pursue your healthy-living goals influence the results?)*   **Social and community health**   * Propose 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 and/or in the community?)* * Propose strategies for responding to discrimination, stereotyping, and bullying *(What can you do if you are being bullied and/or see someone else being bullied?)* * Propose strategies for developing and maintaining healthy relationships * Create 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 * Create and assess strategies for managing physical, emotional, and social changes *(How do the various changes you may be experiencing during adolescence influence your relationships with others?)* during puberty and adolescence * Explore and describe the impact of transition and change on identities *(How might the changing ways in which you think about yourself and others influence your identity?)* | Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.  Lifelong participation in physical activity has many benefits and is an essential part of a healthy 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 *(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 (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 - jumping rope; swimming; running; bicycling; Hula Hoop)*, rhythmic activities *(activities designed to move our bodies in rhythm - 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 (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): the 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)* and specificity *(types of exercises chosen will determine the kinds of fitness improvements (student who wants to improve his or her flexibility levels would participate in stretching exercises))* * effects of different types of physical activity on the body *(strengthening muscles and bones in activities where you have to move and/or control some type of weight (e.g., fitness circuits and/or jumping and landing); strengthening heart and lungs in activities where you are moving at a fast pace (e.g., jogging or running) for periods of time (e.g., games, swimming, biking); reducing stress and/or anxiety levels in activities where you can participate outside and/or elevate the heart rate)* |
| **Evidence of Experience (Show)** | | | |
| **BIG IDEA (Understand…)** | | **What do we want students to DO?**  **(Activities, lessons…)** | **Content (& Elaborations)**  **(Know)** |
| Healthy choices influence our physical, emotional, and mental well-being.  Healthy relationships can help us lead rewarding and fulfilling lives.  Advocating for the health and well-being of others connects us to our community. | | *Questions to support inquiry with students:*   * What influences might different health messages have on people? * Which strategies are most successful in helping you pursue your healthy-living goals? * How might the changing ways in which you think about yourself and others influence your identity? | * healthy sexual decision making *(practices could include: knowing and respecting personal and family values; knowing boundaries and being able to communicate them; being aware of what to do in risky situations)* * marketing and advertising tactics *(using famous people to endorse products; false and/or misleading health claims (weight-loss or muscle-gaining supplements); colourful and/or distracting advertising to get the attention of youth)* aimed at children and youth, including those involving food and supplements * potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines * sources of health information *(medical professionals; websites; magazine and TV advertisements; retail stores (vitamin/supplement 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 *(telling a trusted adult; 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 * media and social influences related to psychoactive substance *(alcohol; tobacco; illicit drugs; solvents)* use and potentially addictive behaviours * signs and symptoms of stress, anxiety, and depression *(problems sleeping; restlessness; loss of appetite and energy; wanting to be away from friends and/or family)* * Influences of physical *(how students’ bodies are growing and changing during puberty and adolescence)*, 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 on identities and relationships |
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